

Map: **SS-Grade 8** Grade Level: **8**

District: **Island Trees**

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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	Summer Reading	<i>Warriors Don't Cry</i>	Describe the difficulties faced by the Little Rock Nine as they attempted to integrate Central High.		SS1-K1-1A	
	How did a group of nine brave students impact the sixty year old system of segregation in the South?	The struggle to integrate the Little Rock School District in the wake of the Brown v. Board of Ed decision	Recognize the different roles played by the judicial branch, the federal government, and the state governments in shaping and implementing American law.		SS1-K1-1B	
	Why is it important to remain resolute, despite even life threatening obstacles, when your cause is just and important?	<u>Vocabulary</u>	Analyze the different methods and tactics employed by each side of the integration battle.		SS1-K2-1A	
	How can time and experience change someone's point of view despite how strongly they may feel about their beliefs?	Segregation	Explain how Will is able to accept his uncle's decision not to fight in the war.		SS1-K3-1A	
	How can the system of sharecropping which developed in the South be seen as a near continuation of the institution of slavery?	Integration			SS1-K3-1C	
	How can determination, sacrifice, strong leadership, and prudent decision making, help a seemingly powerless group survive in a unsympathetic and often hostile environment?	Jim Crow Laws	Discuss Will's inner struggle to accept people with beliefs and backgrounds different from his own.		SS1-K3-1D	
	What were the political, social and economic effects of the Civil War?	Boycott			SS1-K4-1A	
	What impact did the Civil War have on the physical infrastructure of the South?	Brown v. Board of Education			SS1-K4-1B	
	What were the major	Federal Power	Describe the effects of the sharecropping system on the average black family in Mississippi during this time.		SS1-K4-1C	
		Little Rock Nine			SS1-K4-1D	
		NAACP			SS3-K1-1A	
		Civil Rights	Recognize the growth and development of the story's narrator as she learns to balance her emotional desire for pride and respect with her understanding of the social reality she was a part of.		SS3-K1-1B	
		Thurgood Marshall			SS3-K1-1C	
		<i>Shades of Gray</i>	Contrast the economic situation of the Logan family with most of their peers and assess how this difference impacts the course of events in the story.		SS4-K1-1A	
		A boy's inner struggle to accept people for who they are			SS4-K1-1C	
	RECONSTRUCTION			SS4-K1-1E		
	<u>Vocabulary:</u>	Relate the efforts and tactics used by the Logan family when faced with racial adversity with those employed later during the Civil Rights Movement of the 1950s and 1960s.		SS4-K2-1D		
	Yankee			SS5-K1-1A		
	Confederate	Assess the degree to which the Logan family can be seen as successful in this story despite their not bringing about any major changes in their community.		SS5-K1-1B		
	Union			SS5-K1-1D		
	Diphtheria			SS5-K2-1A		
	Sentry			SS5-K2-1C		
	Seceded			SS5-K2-1D		
				SS5-K2-1E		
				SS5-K3-1A		
				SS5-K3-1B		
				SS5-K3-1D		
				SS5-K4-1A		
				SS5-K4-1B		
				SS5-K4-1C		

<p>differences between Presidential and Congressional (Radical) Reconstruction?</p> <p>What were the short and long term economic, political, and social implications of Reconstruction?</p> <p>What were the Reconstruction Amendments and how were the Reconstruction Amendments violated by the Southern governments?</p> <p>How could the Reconstruction Era be considered the first Civil Rights Movement.</p> <p>What were the lasting effects of the Election of 1876 on the Reconstruction Era?</p>	<p>Saber</p> <p><i>Roll of Thunder, Hear My Cry</i></p> <p>A family's struggle to maintain both their land and dignity while facing difficult economic times and racial persecution.</p> <p><u>Vocabulary</u></p> <p>Jim Crow Laws</p> <p>Sharecropping</p> <p>Tenant Farming</p> <p>Boycott</p> <p>The Great Depression</p> <p>Black Codes</p> <p>Oral Tradition</p> <p>Buying on Credit</p> <p>Ku Klux Klan</p> <p>Lynching</p>	<p>Recall the causes of the Civil War.</p> <p>Compare and Contrast the Post War state of the North and South after the Civil War.</p> <p>Examine how the Civil War affected the physical infrastructure of the South.</p> <p>Evaluate whether the issues that caused the Civil War were settled by it.</p> <p>Model a task similar to what the government faced during Reconstruction.</p> <p>Explain the key components of the three major Reconstruction proposals as well as the reaction to them.</p> <p>Analyze the plight of the freedman.</p> <p>Describe the effectiveness of the Reconstruction amendments in achieving their goals.</p> <p>Evaluate the effectiveness of the system of checks and balances in regard to the impeachment of Andrew Johnson.</p> <p>Examine the different points of view of individuals from the North and South relative to Johnson impeachment.</p> <p>Compare and contrast the Impeachment of Johnson to the impeachment of Clinton</p> <p>.</p> <p>Analyze the Executive and Judicial role in the failure of Reconstruction.</p>	<p>SS2-K1-1B</p>
<p><u>CIVIL RIGHTS MOVEMENT</u></p> <p>How did the World Wars impact the Civil Rights Movement?</p> <p>How did <i>Brown v. The Board of Ed.</i> illustrate a shift in Supreme Court political ideology since <i>Plessy v. Ferguson</i>?</p> <p>What role did civil disobedience play in the Civil Rights Movement?</p> <p>What would be considered the radical elements of the Civil Rights Movement?</p> <p>What was the lasting impact of the Civil Rights Movement on American Society?</p>	<p>Results of Civil War</p> <p>Post Civil War Economic and Social Aspects of Southern Life</p> <p>Presidential v. Congressional Reconstruction Plans</p> <p>Constitutional Impeachment Process & The Impeachment of Andrew Johnson</p> <p>Role of the Supreme Court during</p>	<p>Explain how Reconstruction officially came to an end and the impact this had on the South.</p> <p>Categorize the successes and failures of Reconstruction into political, social and economic.</p> <p>Predict how Reconstruction will affect race relations between whites and blacks in the 19th, 20th, and 21st centuries.</p> <p>Preview how Reconstruction laid the groundwork for the modern Civil Rights Movement.</p> <p>Examine how <i>Brown v. Board</i> demonstrates a shift in Supreme Court political ideology.</p> <p>Explain how southern whites were able to effectively undermine the Reconstruction Amendments.</p>	

<p>Reconstruction Successes and Failures of Reconstruction</p>	<p>Examine the origins of racism against Blacks in the .</p>
<p>End of Reconstruction: Election of 1876 "Corrupt Bargain the Sequel" (Election 1824 & Election 2000)</p>	<p>Describe the effectiveness of the Reconstruction amendments in achieving their goals.</p>
	<p>Compare and contrast the Impeachment of Johnson to the impeachment of Clinton .</p>
	<p>Examine how Brown v. Board demonstrates a shift in Supreme Court political ideology.</p>
	<p>Explain how southern whites were able to effectively undermine the Reconstruction Amendments.</p>
	<p>How can the Reconstruction Era be considered the first Civil Rights Movement.</p>
	<p>Recall the limited effectiveness of the application of the Reconstruction Amendments.</p>
	<p>Describe the horrors of lynching and identify the states where it most frequently occurred.</p>
	<p>Evaluate the effectiveness of the crusade against lynching.</p>
	<p>Identify the factors that contributed to the start of the modern Civil Rights Movement.</p>
<p>Causes of the Civil Rights Movement</p>	<p>Examine the reasons why riots broke out in urban areas in the late 1960s.</p>
<p>School Desegregation</p>	<p>Compare and contrast the methods and philosophies of Dr. King and Malcolm X.</p>
<p>Massive Resistance to Integrate Public Facilities</p>	<p>Evaluate the effectiveness of civil disobedience as a method of political protest.</p>
<p>Massive Resistance to Achieve Voting Rights and Equality</p>	<p>Identify the individuals and groups that would have been classified as radical elements of the Civil Rights Movement.</p>
<p>Important Leaders and Organizations</p>	<p>Explain the origins and methods of Southern massive resistance and its effects on the Civil Rights Movement.</p>
<p>Results of the Civil Rights Movement - Legislation</p>	<p>Understand the philosophy behind affirmative action and evaluate its effectiveness in correcting past discrimination.</p>
	<p>Describe the political, social and economic setting before and after the major civil rights milestones.</p>
	<p>List and explain the importance of major civil rights legislation passed during the Civil Rights Movement.</p>

			<p>Explain how the civil rights movement expanded to include Mexican Americans, Native Americans and women.</p> <p>Evaluate the impact of the Civil Rights Movement on the race relations in as it continues is unfinished journey.</p> <p>Vocabulary</p> <p>Students will be able to identify/define the following terms:</p> <p>segregation/civil disobedience/NAACP/Frederick Douglas/Booker T. Washington/W.E.B. Dubois/Jackie Robinson/Ida B. Wells/Civil Rights Movement/Brown v. Board of Education/Emmett Till/integration/Little Rock Nine/Rosa Parks/Montgomery Bus Boycott/Dr. Martin Luther King Jr./freedom rides/Freedom Summer/sit-ins/March on Washington/Civil Rights Act of 1964/Voting Rights Act/Black Muslims/Malcolm X/Black Panthers/Watts Riot/affirmative action/Cesar Chavez/bilingual/migrant worker/American Indian Movement/job discrimination/National Organization for Women (NOW)/Women's Rights Movement</p>	
Unit 2	<p>AGE OF INDUSTRY</p> <p>1. How do agricultural societies differ from industrial societies? 2. How did the United States respond to the three basic economic questions in the late 1800s? (see skills #2, #3, and #4) 3. What types of economic systems have societies developed to manage their wants, needs, and their limited resources?</p> <p>4. What factors allowed for the growth of industry in the United States? 5. What role did banks and wealthy individuals play in the growth of industry in the United States? 6. How did the development of new technology change American industry</p>	<p>Agricultural vs. Industrial Society</p> <p>Basic Types of Economic Systems</p> <p>Reasons for Industrialization</p> <p>Impact of the Transcontinental Railroad</p> <p>New Technologies of the Gilded Age</p> <p>New Business</p>	<p>1. Explain the difference between an agricultural and industrial societies.</p> <p>2. Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital as well as natural and human capital.</p> <p>3. Define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth.</p> <p>4. Explain how supply and demand influences production, consumption and the cost of goods.</p> <p>5. Explain how industrial working conditions can be compared and contrasted to agricultural working conditions.</p> <p>6. Explain how free enterprise spurs competition and aligns with the ideals of democracy.</p> <p>7. List and describe the factors that led to America's growth of industry.</p> <p>8. Conclude whether or not the railroad industry's benefits compensated for its abuses during the gilded age.</p> <p>9. Determine how industrialization led to significant changes in economic patterns of producing, distributing, and consuming goods and services.</p> <p>10. Appraise the degree to which the industrial</p>	<p>SS1-K2-1A</p> <p>SS1-K2-1B</p> <p>SS1-K3-1A</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p> <p>SS1-K4-1D</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1D</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p>

<p>and way of life? 7. How did the methods of establishing new businesses change during the Gilded Age? 8. What role did the Captains of Industry play in the growth of the American economy?</p>	<p>Arrangements Captains of Industry</p>	<p>leaders of the late 1800s and early 1900s can be regarded as both captains of industry and robber barons.</p> <p>11. Identify the Captains of Industry, their methods, accomplishments, and how they changed the face of American business.</p> <p>12. Demonstrate the differences between vertical and horizontal integration.</p> <p>13. Analyze how American farmers adapted and responded to the changes of industrialization.</p>	<p>SS4-K1-1E SS4-K1-1F SS4-K2-1C SS4-K2-1D SS5-K1-1A SS5-K1-1B SS5-K1-1B SS5-K1-1C</p>
<p>9. What problems were faced by agricultural and industrial workers in America during the late 1800s and early 1900s? 10. What methods were used by agricultural and industrial workers to seek solutions to the problems they faced during this time period? 11. What tactics did owners and management employ to deal with their labor issues during this time period? 12. How did the federal and state governments respond to the issues raised by labor groups in the late 1800s and early 1900s? 13. How did significant strikes affect the membership of and public opinion about labor unions? 14. What were the results of the labor movement during this time period?</p>	<p>Industrial Working Conditions Child Labor Rise of Unions Tools of Labor vs. Management Era of Great Strikes Government Response to Big Business</p>	<p>14. Identify the different methods and tactics used by unions and management in resolving their labor disputes.</p> <p>15. Discuss the conditions faced by children in the workplace.</p> <p>16. Evaluate the effects of child labor on society and summarize why many citizens were opposed to its practice.</p> <p>17. Analyze how the American worker adapted and responded to the challenges of industrialization.</p> <p>18. Analyze why the government chose the policy of laissez faire over regulation of big business.</p> <p>19. Describe working conditions in the late 1800s and early 1900s.</p> <p>20. Trace the origins of the labor movement in .</p> <p>21. Evaluate the overall effectiveness of the significant labor strikes of this time period.</p> <p>22. Differentiate between the Knights of Labor and the American Federation of Labor.</p> <p>23. Examine the government response to unions</p> <p>24. Evaluate the reasons for the Triangle Shirtwaist Factory Fire and examine future solutions to the dangers of the workplace at the turn of the century.</p> <p>25. Summarize the steps taken by the government to regulate big business.</p>	<p>SS5-K1-1C SS5-K1-1E SS5-K2-1A SS5-K2-1E SS5-K2-1E SS5-K2-1F SS5-K3-1B SS5-K3-1C SS5-K4-1A SS5-K4-1B SS5-K4-1B SS5-K4-1C</p>
		<p>Vocabulary Define/Identify: network consolidation</p>	

			<p>Knights of Labor</p> <p>Terence Powderly</p> <p>Haymarket Riot</p> <p>American Federation of Labor</p> <p>Samuel Gompers</p> <p>strike</p> <p>Pullman Strike</p> <p>injunction</p> <p>Mother Jones/International Ladies Garment Workers Union/Triangle Shirtwaist Factory Fire/sweatshop/trapper boys/breaker boys/yellow dog contract/injunction/picket line/scab/closed shop/collective bargaining/boycott/blacklisting/lockout/Homestead Strike/Populist Party/National GrangeFarmer's Alliance/William Jennings Bryan/Interstate Commerce Act/Interstate Commerce Commission/Sherman Anti Trust Act</p>	
Unit 3	<p>IMMIGRATION</p> <p>1) What foreign events or circumstances increased the desire people, in certain foreign locations, had to move to?2) What domestic events or circumstances in lead to an increase in the desire of people in foreign locals to emigrate to?3) How did the expectations of many immigrants to compare to the reality they found upon their arrival?4) What factors were influential in determining where the new Immigrants in decided to settle? 5) What types of interviews and evaluations did immigrants, hoping to gain entrance to the, have to face during this time period?6) What was the reaction of many native born Americans to the great increase in immigration taking place during this time?7) How did the patterns of immigration to, in</p>	<p>Push and pull factors concerning immigration to America.</p> <p>Old vs new immigrants</p> <p>Immigrant's expectations of American life vs the life they found there</p> <p>Reaction of native born Americans to increased immigration</p>	<p>1) Recall the differences between "push"and "pull" factors, in regards to peoples movement, from their exploration of westward expansion and migration.</p> <p>2) Determine the "push" and "pull" factors that applied to immigration to America during this time period, using primary source documents.</p> <p>3) Interpret different charts and graphs to formulate conclusions about the changing patterning of immigration to America over time.</p> <p>4) Classify individuals as "new" or "old" immigrants based on their given discriptions.</p> <p>5) Locate the countries of origin of both "old" and "new" immigrants to America on a world map, or globe.</p> <p>6) Describe the great contrast between what immigrants to America at this time expected their lives to be like, and the reality they met.</p> <p>7) Experience/explore the procedure of being processed through either Angel or Ellis Island during this time.</p> <p>8) Discuss the symbolic importance of the Statue of Liberty and the poem enscribed on her.</p> <p>9) Compare the longest most difficult journey or change in their life to that experienced by so many immigrants at this time.</p>	<p>SS1-K1-1A</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K3-1A</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p> <p>SS1-K4-1D</p> <p>SS2-K2-1A</p> <p>SS2-K2-1C</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS2-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p>

<p>regard to nations of origin, change over time?8) What restrictions were put in place by the American government in regard to immigration during this time?</p>	<p>Changing policy of American government to immigration</p>	<p>10) Identify the reasons for the hostility of many native born Americans toward the immigrants during this time, and describe how these hostilities were manifested.</p>	<p>SS3-K1-1C</p>
<p>9) How did the growth of American Industry lead to alterations in both the demographics and social structure of American life? 10) What factors contributed to the great increase in the urban population in America in the late nineteenth and early twentieth centuries?</p>		<p>11) Evaluate the motives and results of the immigration policies put in place during this time period.</p>	<p>SS3-K1-1D</p>
<p>11) What were the living conditions like for the average American living in urban centers at the turn of the last century?</p>	<p>Causes of urbanization</p>	<p>12) Explain where these immigrants located themselves once in America and why they selected those particular sites.</p>	<p>SS4-K1-1A</p>
<p>12) How did the development of new technologies affect the lives of city dwellers during this time period?</p>	<p>Urban conditions</p>	<p>13) Identify the combination of factors which resulted in the growth of America's urban centers.</p>	<p>SS4-K1-1B</p>
<p>13) What efforts were made to ease the burden of city life for the average American during this time period?</p>	<p>Impact of new technologies on city life</p>	<p>14) Observe how industrialization altered the look, sound, and daily experiences of city life.</p>	<p>SS4-K1-1C</p>
<p>14) What new leisure activities began to develop in American cities at this time, and how did this impact American culture?</p>	<p>Development of new leisure activities</p>	<p>15) Describe urban living conditions as cities became more and more crowded.</p>	<p>SS4-K1-1D</p>
<p>15) Is it possible to create a specific and permanent definition of what constitutes American Culture?</p>	<p>Problems of urbanization, political, economic, social</p>	<p>16) Categorize the concerns of many urbanites as political, economic, or social</p>	<p>SS4-K1-1E</p>
<p>16) How is the American citizen defined?</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>17) Explain how reformers attempted to improve the living conditions many middle and low class city dwellers faced as urbanization increased.</p>	<p>SS4-K1-1F</p>
<p>17) How was the cultural diversity, which increased in America during this time period, seen as having both a positive and a negative impact on American society?</p>	<p>Elements and responsibilities of American citizenship</p>	<p>18) Identify the new leisure activities people in the cities began to enjoy.</p>	<p>SS4-K2-1D</p>
<p>18) What are the two</p>	<p>Theories of</p>	<p>19) Discuss why these new leisure activities were easy for the average American citizen, both foreign born and native born, to enjoy.</p>	<p>SS5-K1-1C</p>
<p>19) How was the cultural diversity, which increased in America during this time period, seen as having both a positive and a negative impact on American society?</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>20) Debate whether or not a basic set of characteristics exist for an American citizen, and if it does, what those characteristics are.</p>	<p>SS5-K1-1E</p>
<p>20) How is the American citizen defined?</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>21) Examine the criteria for American Citizenship.</p>	<p>SS5-K3-1A</p>
<p>21) How was the cultural diversity, which increased in America during this time period, seen as having both a positive and a negative impact on American society?</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>22) Assess the responsibilities of an American citizen to their local community and the nation in general.</p>	<p>SS5-K3-1B</p>
<p>22) What are the two</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>23) Discuss the difficulties new entrants into this nation experienced as a part of their acculturation into American society.</p>	<p>SS5-K3-1C</p>
<p>23) How was the cultural diversity, which increased in America during this time period, seen as having both a positive and a negative impact on American society?</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>24) Compare and contrast the two major theories of how people assimilate into American society (cultural pluralism vs. the melting pot).</p>	<p>SS5-K4-1A</p>
<p>24) How was the cultural diversity, which increased in America during this time period, seen as having both a positive and a negative impact on American society?</p>	<p>Early efforts made at reform and the general improvement of city life for the average urbanite</p>	<p>25) Evaluate which theory of assimilation is more valid.</p>	<p>SS5-K4-1C</p>

<p>most commonly accepted theories concerning assimilation to American society? 19) What new social patterns in America began to develop for the first time during this era? 20) How have the issues, arguments, and concerns over immigration to America stayed the same and changed over the last hundred years?</p>	<p>Assimilation into American society</p> <p>Evolution and continuation of the debate over immigration</p>	<p>26) Observe how both the process and the concerns about immigration have changed in some ways over the years and remained the same in others.</p> <p>27) Examine the current debate over immigration to the and express their opinion about it.</p> <p><u>Vocabulary</u></p> <p>Students will be able to identify/define the following terms:</p> <p>Immigrant</p> <p>push factor</p> <p>pull factor</p> <p>statue of liberty</p> <p>emma lazarus</p> <p>angel island</p> <p>ethnic group</p> <p>assimilation</p> <p>chinese exclusion act</p> <p>melting pot</p> <p>pluralism</p> <p>tenements</p> <p>nativism</p> <p>quota system</p> <p>ghetto</p> <p>urbanization</p> <p>Salvation Army</p> <p>settlement house</p> <p>Hull House</p> <p>Jane Adams</p> <p>mass transit</p> <p>subways</p> <p>cable cars</p> <p>trolleys</p> <p>urban</p>			
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			suburbs			
			rural			
			skyscrapers			
			Joseph Pulitzer			
			yellow journalism			
			<i>The World</i>			
			William Randolph Hearst			
			<i>New York Journal</i>			
			department stores			
			Ragtime			
			vaudeville			
			nickelodeons			
			dime novel			
			realist			
			YMCA			
			political machine			
			Tammany Hall			

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 4	<p><u>PROGRESSIVE MOVEMENT</u></p> <p>1. Why was there a need for changes and improvements in American society in the late 1800s and early 1900s?</p> <p>2. How can individuals attempt to bring about improvements in society?</p> <p>3. In what three basic areas did reformers seek change in American society at the turn of the twentieth century?</p> <p>4. Who were the Muckrakers, and how did they contribute to the reform movement in America in the early 1900s?</p> <p>5. For what reasons were many reformers in favor of outlawing the creation, transportation, and sale of alcohol during this time period?</p> <p>6. How can the efforts of Booker T. Washington and W.E.B. Dubois be seen as both part of the Progressive Movement and the Civil Rights Movement?</p> <p>7. Why did most reformers ignore the social inequalities faced by African Americans?</p> <p>8. Who were the key figures of the Women's Suffrage Movement, and how did they attempt to gain support and achieve their goals?</p> <p>9. Why was the Spoils System seen as</p>	<p>Muckrakers: Areas of focus and methods of exposing problems.</p> <p>Women's Suffrage Movement</p> <p>Early efforts for racial equality</p> <p>Reasons for Prohibition</p>	<p>1. Explain how industrialization led to the problems in American society that the reformers of the early 1900s were trying to solve.</p> <p>2. Examine the different Muckrakers and their works.</p> <p>3. Evaluate the impact each individual Muckraker had on American society.</p> <p>4. Generalize the characteristics common to all those considered Muckrakers.</p> <p>5. Summarize the overall goals of the Progressive Movement.</p> <p>6. Debate America's decision to outlaw the production, sale, and distribution of alcohol and predict the impact it would have on society.</p> <p>7. List the major leaders of the Women's Suffrage Movement.</p> <p>8. Outline the major events and methods of protest of the Women's Suffrage Movement.</p> <p>9. Compare and contrast the similarities and differences between Booker T. Washington and W.E.B. Dubois and evaluate their impact on American society.</p> <p>10. Experience the process of appointing people to public office, and the temptation to select friends over more qualified people.</p> <p>11. Illustrate the problems that can arise when important jobs are given to people who are not fully qualified for them.</p> <p>12. Explain how the Civil Service system attempted to stop the abuses of the Spoils System.</p> <p>13. Summarize how political machines obtain and maintain their power in the areas in which they operate.</p> <p>14. Discuss the pros and cons of political machines as seen from the viewpoints of the different people they</p>		<p>SS1-K1-1B</p> <p>SS1-K2-1C</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p> <p>SS1-K4-1D</p> <p>SS2-K2-1A</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS2-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K2-1C</p> <p>SS4-K2-1D</p> <p>SS5-K1-1A</p> <p>SS5-K1-1B</p> <p>SS5-K1-1C</p> <p>SS5-K1-1E</p> <p>SS5-K2-1A</p> <p>SS5-K2-1D</p> <p>SS5-K2-1E</p> <p>SS5-K2-1F</p> <p>SS5-K3-1C</p> <p>SS5-K4-1A</p> <p>SS5-K4-1B</p>	

<p>detrimental to American government? 10.What efforts were made to eliminate the abuses of the Spoils System in American government? 11.Which reforms made during the Progressive Movement resulted in he expansion of democracy in the American system of government? 12.How could political machines be seen as both beneficial and detrimental to different typres of people? 13.What were President Theodore Roosevelt's feelings toward the environment, and how were they demonstrated in his public policy? 14.What was significant and unique about the Presidential election of 1912? 15.Why are the 16th through 19th amendments seen as "progressive" amendments? 16.Why are Presidents Roosevelt, Taft, and Wilson considered "Progressive" Presidents?</p> <p>17.Why were monopolies, trusts, and pools seen as harmful to the average American consumer, and the American</p>	<p>Abuses and attempted solutions to the Spoils Syatem</p> <p>Political Machines (Tammany Hall/Boss William Marcy Tweed)</p> <p>16th through 19th Amendments</p> <p>Election of 1912</p> <p>Economic Reform/Consumer Protection</p> <p>Upton Sinclair's <u>The Jungle</u></p> <p>The Square Deal</p>	<p>impacted.</p> <p>15.Explore in detail the operation of the Tammany Hall Political Machine, and the actions of Boss William Marcy Tweed.</p> <p>16.Interpret a series of political cartoons about Boss Tweed and his organization.</p> <p>17.Conclude why the cartoons of Tom Nast were the most effective way to expose Tweed's corruption to the people of New York.</p> <p>18.Recognize how the use of the <i>Primary, Referendum, Recall, and Initiative</i>, allowed more Americans to take a more active role in the decisions of their own government.</p> <p>19.Explain how the 17th and 19th amendments allowed for a greater amount of voter participation in American politics.</p> <p>20. Identify what aspects of the 16th and 18th amendments justify them being classified as "progressive".</p> <p>21.Summarize the impact Theodore Roosevelt had on the conservation of land and natural resources in America.</p> <p>22.Analyze the results of the Presidential election of 1912, and conclude the main reason for Wilson's victory.</p> <p>23.Distinguish what aspects of the Roosevelt, Taft, and Wilson administrations made them "Progressives"</p> <p>24.Recall the main objective of monopolies, trusts and pools.</p> <p>25.Explain why the operation of monopolies, trusts and pools were seen as harmful to the American economy.</p> <p>26.Describe how reformers like Ida Tarbell attempted to bring the abuses of big business to the attention of the American public.</p> <p>27.Discuss the influence that big business had on American government during the Progressive Age compared to today.</p> <p>28.Compare the effectiveness Sherman Anti-Trust Act and the Clayton Anti-Trust act.</p>	<p>SS5-K4-1C</p>
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	<p>economy in general? 18. How did the Sherman Anti-trust Act, the Clayton Anti-trust Act, and the Federal Reserve Act, effect business practices in the American economy? 19. What was President Theodore Roosevelt's feelings toward trusts and monopolies within the American economy? 20. What regulations were established during this time to protect the average American consumer?</p>	<p>The New Freedom</p>	<p>29. Describe the impact the Federal Reserve Act had on the American banking system and the overall economy. 30. Justify President Theodore Roosevelt's reputation of being a "Trustbuster." 31. Explain the main objectives and overall philosophy of President Roosevelt's "Square Deal." 32. Recognize the importance of Upton Sinclair's <u>The Jungle</u> in bringing about reforms in the food and drug industries. 33. Generalize the key themes and objectives of President Wilson's "New Freedom" policy. 34. Summarize the overall goals and objectives of the Progressive Movement. 35. Assess the overall impact of the Progressive Movement on American society in the early 1900s and today.</p> <p>VOCABULARY Students will be able to identify or define the following: Suffragist/Patronage/Political Boss/Political Machine/Pure Food and Drug Act/New Freedom/Interstate Commerce Commission/Primary/Civil Service/Square Deal/Recall/Referendum/Temperance/Clayton Anti-Trust Act/Muckraker/Bull Moose Party/NAACP/Initiative/Trustbuster/Conservation/Federal Reserve Act/Federal Trade Commission/Booker T. Washington/W. E. B. Dubois/Spoils System/Pendleton Civil Service Act/Tammany Hall/William Marcy Tweed/Graft/Upton Sinclair//Thomas Nast/Harper's Weekly/Jacob Riis/Ida Tarbell/Lincoln/Steffens/Frank Norris/Lewis Hine//Carrie Chapman Catt/Susan B. Anthony/Elizabeth Cady Stanton/Seneca Falls Declaration of Sentiments/Amendments 16, 17, 18, 19/Progressive Era/Public Interest/James A. Garfield/Secret Ballot/Theodore Roosevelt/William Howard Taft/Woodrow Wilson/John Muir/Meat Inspection Act</p>			
<p>Unit 5</p>	<p>AGE OF IMPERIALISM 1. What is the difference between foreign and domestic policy? 2. Is there a difference between expansionism and imperialism? 3. How did the idea of Manifest Destiny and the</p>	<p>Domestic vs Foreign Policy</p>	<p>1. Explain the difference between foreign and domestic policies. 2. Categorize different issues as either foreign or domestic concerns. 3. Recall the traditional American foreign policy as established by President Washington. 4. Discuss how the Monroe Doctrine impacted American relations with the rest of the world. 5. Evaluate the role economics played in America's overseas expansion 6. Describe how the belief in Manifest Destiny, and the closing of the frontier in America lead to a desire to</p>		<p>SS1-K1-1A SS1-K1-1B SS1-K2-1A SS1-K2-1B SS1-K2-1C SS1-K2-1D SS1-K3-1B SS1-K3-1C SS1-K3-1D</p>	

closing of the frontier lead to a desire for overseas expansion?	Manifest Destiny and the closing of the frontier	control more overseas territory 7. Assess how important a factor nationalism was in America's overseas expansion.	SS1-K4-1A
4. What role did nationalism play in America's overseas expansion at the turn of the twentieth century?	Factors leading to American Expansion/imperialism	8. Explain how the idea of the 'White Man's Burden' was used to justify America's overseas expansion.	SS1-K4-1B
5. What impact did the concept of "The White Man's Burden" play in America's overseas expansion?	Nationalism	9. Discuss the influence Alfred T. Mahan's ideas about the importance of sea power had on American policy makers during the time of overseas expansion.	SS1-K4-1C
6. How great of a role did economics play in America's overseas expansion?	Economic factors	10. Interpret the feeling of competition from European powers in the 'race for empire' as a factor in American overseas expansion	SS1-K4-1D
7. What were the greatest factors that contributed to the growth of American power, influence, and territory overseas?	White Man's Burden		SS2-K1-1B
8. What impact did Mathew Perry have on relations between America and Japan?	Need for Sea Power		SS2-K2-1C
9. Why was the American purchase of Alaska originally considered "Seward's Folly"?	Competition with other world powers		SS2-K3-1B
10. How did American's come to control the Hawaiian islands?			SS2-K4-1A
11. What was done to assure that America was not 'left out' of the economic boom which the powerful nations of Europe were experiencing in China during this time period?	Areas of involvement	11. Compare the initial reaction to the purchase of Alaska to the long term benefits the area eventually provided the nation	SS2-K4-1B
12. How did the people of China express their resentment toward the foreign domination they were experiencing during this time period?	Alaska	12. Assess the role played by the United States in the overthrowing of Queen Liliuokalani of Hawaii.	SS2-K4-1C
13. Why did Cuba	China	13. Describe the series of events that led to Japan opening itself to trade with the United States.	SS2-K4-1D
	Japan	14. Analyze the significance of an Open Door Policy in China for the United States economy.	SS3-K1-1A
	Hawaii	15. Discuss the reaction to many of the people in China to their domination by foreign powers.	SS3-K1-1A
	Panama	16. Identify reasons for the Spanish American War.	SS3-K1-1B
	Cuba	17. Classify the reasons for the Spanish American War as either long or short term.	SS3-K1-1C
	Spanish American War	18. List and explain the results of the Spanish American War	SS3-K1-1D
	Causes	19. Evaluate the justification and impact of Roosevelt's corollary to the Monroe Doctrine.	SS3-K2-1A
	Course	20. Illustrate how and where the Roosevelt Corollary was employed in Latin America.	SS4-K1-1A
			SS4-K1-1B
			SS4-K1-1C
			SS4-K1-1D
			SS4-K1-1G
			SS4-K2-1D
			SS5-K1-1A
			SS5-K1-1B
			SS5-K1-1C
			SS5-K1-1D
			SS5-K1-1E
			SS5-K2-1E
			SS5-K4-1A
			SS5-K4-1C

<p>attempt to break away from Spanish rule? 14. What combination of factors caused America to declare war on the Spanish? 15. What were the results of the Spanish American War? 16. How can the Spanish American War be seen as a turning point in both American and world history?</p> <p>17. How did Theodore Roosevelt alter the American foreign policy regarding Latin America from the foreign policy established in the Monroe Doctrine? 18. Why was a canal across Central America desirable to America at this time? 19. How did America come to control the land they needed to build the Panama Canal? 20. How can America's dealings with Panama, Santa Domingo, Nicaragua, and other nations be seen as the fulfillment of Roosevelt's corollary to the Monroe Doctrine? 21. How did President Taft's foreign policy toward Latin America differ from Roosevelt's? 22. Why were many Americans becoming more concerned with the stability of many Latin American governments during this time? 23. What role have economics played in America's relations with</p>	<p>Results</p> <p>Foreign Policies</p> <p>Roosevelt Corollary</p> <p>Examples</p> <p>Dollar Diplomacy</p> <p>Arguments Against American Imperialism</p> <p>Possibility of conflict</p> <p>Expense</p> <p>Desire to deal with domestic concerns first</p> <p>Seen as undemocratic</p> <p>Ethnocentrism and racism are not sound reasons to expand</p>	<p>21. Summarize the course of events that lead to America building and controlling the Panama Canal.</p> <p>22. Explain the importance of the Panama Canal.</p> <p>23. Relate the main cause of death during the construction of the Panama Canal to the main cause of death during the Spanish American War</p> <p>24. Compare the foreign policies of Theodore Roosevelt and William Howard Taft in regards to Latin America.</p> <p>25. Debate how America's interaction with Latin America at the turn of the 20th century impacted relations between the two for the remainder of the century and continue to today.</p> <p>26. Discuss the opinion of those opposed to American expansion due to the fear that it would lead to war.</p> <p>27. Explain the opinion of those opposed to American expansion because of its monetary cost.</p>			
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	<p>Latin America from this period through today?</p> <p>24.What arguments were made against America becoming an imperial power?</p> <p>25.Did America's imperial activities go against the democratic ideals on which the nation was founded?</p> <p>26.What were the overall result of America becoming a world power?</p> <p>27.Is America still acting as an imperial power today?</p>	<p>Long term impact of American imperialism on both American and world history</p>	<p>28.Describe the feelings of those opposed to American expansion because they felt that there was a greater need to correct the problems in American society.</p> <p>29.Summarize the beliefs of those opposed to American expansion because they felt that it was being justified by racist and ethnocentric ideas.</p> <p>30.Debate America's experiments in expansion and imperialism, whether they were necessary and justified or uncalled for and a violation of the American principles of democracy and liberty.</p> <p>VOCABULARY</p> <p>Students will be able to identify or define the following:</p> <p>isolationism/Treaty of Kanagawa/imperialism/sphere of influence/open door policy/Roosevelt Corollary/Dollar Diplomacy/Protectorate/Expansionism/Alfred Mahan/armistice/Matthew Perry/Queen Liliuokalani/Isthmus/Seward's Folly/Boxer Rebellion/Platt Amendment/annex/USS Maine/Rough Riders</p>			
<p>Unit 6</p>	<p>WORLD WAR I</p> <p>1.How did America's role in world affairs change at the turn of the 20th century?</p> <p>2.What caused the outbreak of World War One in Europe?</p> <p>3.What was America's initial reactio to the war in Europe?</p> <p>4. Did America hold true to its stated policy of neutrality before entering World War One?</p> <p>5.Which side, the Central Powers or the Allies, did America feel a closer allegiance to prior to their entry into World War One?</p> <p>6.What combination of factors caused America to break from their policy of neutrality and engage in World War One?</p>	<p>Causes of World War One: Immediate and Long Term</p> <p>World War One Alliances</p> <p>American Isolation/Neutrality</p> <p>The Road to American Involvement</p>	<p>1.Recall how America's role in world affairs changed at the turn of the twentieth century</p> <p>2.List and explain the factors that caused World War One in Europe.</p> <p>3.Distinguish between the long and short term causes of World War One.</p> <p>4.Use the acronym MANIAC to recall the factors that lead to World War One as Militarism, Anarchy, Nationalism, Imperialism, Alliances, Crisis.</p> <p>5.Discuss the reasons for America's decision to remain neutral in the early phases of World War One.</p> <p>6.Assess the degree to which America followed its stated policy of neutrality in its relations with the nations involved in World War one.</p> <p>7.Debate the reasons that America felt stronger ties to the Allied Powers than to the Central Powers.</p> <p>8.Analyze the series of events that caused Wilson and the United States to finally break from their policy of neutrality and join the fighting of World War One, focusing on the Zimmerman Telegram, cultural and economic ties to the Allies, the sinking of the Lusitania, and the events in Russia.</p> <p>9.Explain the goals Wilson hoped to accomplish through America's involvement in World War One.</p>		<p>SS1-K1-1A</p> <p>SS1-K1-1B</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1D</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K3-1D</p> <p>SS1-K4-1A</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p> <p>SS1-K4-1D</p> <p>SS2-K2-1A</p> <p>SS2-K2-1C</p> <p>SS2-K3-1A</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p>	

<p>7.What arguments were made against America's decision to enter World War One? 8.What did President Wilson hope to accomplish by bringing America into the first World War? 9.What mistaken assumptions were made about the war at its outset? 10.How did new technology impact the fighting of World War One? 11.What was it like to fight in the trenches of World War One? 12.What changes took place on the American HomeFront during the war? 13.How were the civil liberties of Americans impacted by the War? 14.How did the war lead to the American government having greater control over the American economy? 15.What role did propaganda play in the American war effort? 16.What methods and tactics were used by the government to encourage Americans to support the war both economically and patriotically and to promote enlistment? 17.What changes were experienced by women and African Americans during the war? 18.What impact did the American troops have on the fighting in Europe? 19.What events</p>	<p>Wilson's Postwar goals</p> <p>Life in the Trenches</p> <p>New Technology in World War One</p> <p>The American Homefront</p>	<p>10.Describe the new technologies that were used for the first time during World War One. 11.Experience what it was like to live and fight in the trenches of World War One. 12.Explain why many of the assumptions made about the length of the war proved to be false. 13.Debate the legality and justification of the restrictions placed on American civil liberties during the war using primary source documents and focusing on the Supreme Court case of Schenck v U.S. 14.Describe life in America during World War One. 15.Interpret the main idea of a series of propaganda posters that appeared in America during World War One. 16.Identify the tactics and methods used by the people who create propaganda posters to help achieve their goals. 17.List the means by which the American government attempted to finance the war effort. 18.Explain why the war lead to increased opportunities for both African Americans and women to take better jobs, and prove they were important contributors to American society and therefore deserving of a greater degree of equality in it. 19.Identify the different agencies and organizations established by the American government to help coordinate the war effort on the American homefront and make it as productive as possible 20.Observe the population shift that took place amongs African Americans in America during the war. 21.Analyze the decision of General Pershing to insist that American forces only be used as their own independent units, and not split up to refresh tired and shorthanded European regiments. 22.Describe the impact the arrival of American forces had on the fighting in Europe. 23.Compare and contrast the number of lives, and amounts of money, military equipment, land, resources, and private property lost by the different nations involved in World War One. 24.Summarize the main ideas included in Wilson's 14 Points. 25.Create a Venn diagram that shows the similarities and differences between Wilson's 14 Points and the</p>	<p>SS2-K4-1D SS3-K1-1A SS3-K1-1C SS3-K1-1D SS3-K2-1C SS3-K2-1D SS4-K1-1D SS4-K2-1D SS5-K1-1A SS5-K1-1B SS5-K1-1D SS5-K2-1E SS5-K3-1A SS5-K3-1B SS5-K3-1C SS5-K4-1A SS5-K4-1B SS5-K4-1C</p>
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<p>lead to the Allied Powers defeating the Central Powers?</p>	<p>Wilson's 14 Points</p> <p>The Debate Among the Big 4 in Creating the Treaty of Versailles</p>	<p>Treaty of Versailles.</p> <p>26. Discuss whether the end of World War One was an example of Wilson's concept of 'peace without victory' or a case of 'victor's justice'.</p> <p>27. Explain the reasons why many Americans were opposed to joining the League of Nations.</p> <p>28. Examine the new map of Europe that resulted from the treaty ending World War One.</p> <p>29. Discuss and debate what was accomplished from World War One, and if it was worth the lives, money, and materials it cost the nations involved.</p> <p>30. Predict how the treatment of Germany at the end of the war would impact world events later on.</p> <p>31. Predict how its experience in World War One would affect America's foreign policy in the decade that followed it.</p> <p>VOCABULARY</p> <p>Students will be able to identify or define the following:</p> <p>Militarism/Mobilize/Kaiser/Stalemate/Trench Warfare/Propaganda/Triple Alliance/Triple Entente/U-Boat/Lusitania/Zimmerman Telegram (note)/Reparations/Self-Determination/Nationalism/Treaty of Versailles/Allied Powers/Treaty of Brest Litovsk/Central Powers/League of Nations/Liberty Bonds/American Expeditionary Force (AEF)/Selective Service Act/Archduke Ferdinand/Bolsheviks/Draft/Pacifist/14 Points</p>			
<p>20. What did the war cost in terms of life, land, property, military equipment, and money?</p> <p>21. How and why were Wilson's goals in creating a peace treaty after the war different from those of the leaders of the other Allied Powers?</p> <p>22. What were the key provisions of the Treaty of Versailles?</p> <p>23. Why did the U.S. Senate refuse to ratify the Treaty of Versailles?</p> <p>24. What new nations were created as a result of World War One?</p> <p>25. How can the Treaty of Versailles be considered a major cause of World War Two?</p>	<p>The Debate in America Over Ratifying the Treaty of Versailles and Joining the League of Nations</p> <p>Results of World War One</p>				

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7	<p>U.S. BETWEEN THE WARS: THE ROARING 20s</p> <p>1. What were the economic, political and social changes of the 1920s?</p> <p>2. How did the role of government change from the 1920s to the 1930s?</p> <p>3. How did the promise of a "return to normalcy" by the 20s Presidents appeal to voters?</p> <p>4. How did the attempt to ensure peace following World War I?</p> <p>5. How did the effects of the noninvolvement in foreign affairs help cause the world to be more interdependent?</p> <p>6. How did the ideals of rugged individualism and prosperity affect the relationship between the federal government and the business community?</p> <p>7. Did all Americans enjoy the fruits of economic prosperity during the 1920s?</p> <p>8. Why did the standard of living for many improve during the 20s?</p> <p>9. How did new technologies, methods of production, and new consumer spending</p>	<p>1. Politics in the Republican Decade: Harding, Coolidge and Hoover.</p> <p>2. The American economy in the 20s and a second industrial revolution: The Assembly Line and the Auto Industry, Growth of a Consumer Economy.</p> <p>A. Basic Economics</p> <p>1. Characteristics of a Boom Economy</p> <p>2. Supply and Demand How it Affects Price</p> <p>3. Characteristics of a Free Enterprise System</p> <p>4. The Business Cycle</p> <p>5. Banking's Contributions to the Growth of the American Economy</p> <p>3. Social Changes of the Roaring 20s: Fads, Popular Culture, Search for Heroes, New Leisure Activities.</p> <p>4. New Political and Social Freedoms for Women.</p> <p>5. Problems of the 20s.</p>	<p>1. Evaluate America's political decision to return to a foreign policy of isolationism following WWI.</p> <p>2. Examine the methods used by the United States federal government to foster a policy of isolationism.</p> <p>3. Compare and Contrast America's foreign policy of isolationism to today's foreign policy of intervention and protection.</p> <p>4. Evaluate the effect of political corruption on the political development of the roaring 20s.</p> <p>5. Understand the economic, social, and political development of America in the periods between World War I and World War II.</p> <p>6. Understand how people in the United States and throughout the world are both producers and consumers of goods and services.</p> <p>7. Identify advances in American technology during the 1920s.</p> <p>8. Evaluate the far reaching effects of those technological advances on American business and culture.</p> <p>9. Describe how the auto industry fueled the growth of the economy in the 1920s.</p>		<p>SS1-K1-1A</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1D</p> <p>SS1-K3-1A</p> <p>SS1-K3-1B</p> <p>SS1-K3-1D</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p> <p>SS1-K4-1D</p> <p>SS2-K2-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS2-K4-1D</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1A</p> <p>SS4-K2-1B</p> <p>SS4-K2-1C</p> <p>SS4-K2-1D</p>	

<p>methods affect American life, the work environment and the economy?</p> <p>10. In what ways did the lives of young people and women change in the 1920s?</p> <p>11. What social, political and economic changes caused the rise in racial tension in the 20s?</p> <p>12. What were the internal and external conflicts between the following groups: the young and the old, women and men, science and religion, blacks and whites, and native born Americans and immigrants?</p> <p>13. How did Prohibition help characterize the 20s?</p> <p>14. What role did political corruption play in American politics during the 20s?</p>		<p>10. Evaluate the economic policies of the Harding, Coolidge and Hoover administrations.</p> <p>11. Identify the new consumer products and methods of spending developed in the 1920s.</p> <p>12. Examine how the assembly line fueled America's economic growth.</p> <p>13. Understand how scarcity requires people and nations to make choices that involve costs and future considerations.</p> <p>14. Evaluate economic data by differentiating fact from opinion and identifying frames of reference.</p> <p>15. Develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions.</p> <p>16. Describe a business cycle and distinguish between a recession and a depression.</p> <p>17. Identify the changes in the roles of young people and women during the Roaring 20s.</p> <p>18. Examine the changes in the lifestyles of women and African Americans.</p> <p>19. Examine the contributions of African Americans during the Harlem Renaissance.</p> <p>20. Analyze how social changes caused racial tension to increase in the Roaring 20s.</p>					
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21. Explain how sports figures became popular heroes.

VOCABULARY

Students will be able to identify/define the following terms:

Warren G. Harding

Return to Normalcy

Ohio Gang

Teapot Dome Scandal

Calvin Coolidge

disarmament

Kellog Briand Act

assembly line

Model T

isolationism

installment buying

bull market

buying on margin

Prohibition

bootlegger

speakeasies

ERA

fad

flappers

jazz

Ragtime

Ernest Hemingway

F. Scott Fitzgerald

Harlem Renaissance

Langston Hughes

Zora Neale Hurston

Babe Ruth

Charles A. Lindbergh

anarchists

			<p>Red Scare</p> <p>Sacco & Vanzetti</p> <p>quota system</p> <p>Scopes Trial</p> <p>social darwinism</p> <p>Darwin's Theory of Evolution</p> <p>KKK</p> <p>Marcus Garvey</p>		
Unit 8	<p>U.S. BETWEEN THE WARS: THE GREAT DEPRESSION & THE NEW DEAL</p> <p>1. How did the plight of the farmer foreshadow the Great Depression?</p> <p>2. What economic problems were hidden by the general prosperity of the nation in the 1920s?</p> <p>3. Why did prosperity depend on the sale of more goods?</p> <p>4. What were the risks of buying goods on credit and buying stocks on margin?</p> <p>5. How did the stock market crash affect investors, stock holders, brokers, banks and the general economy?</p> <p>6. How did President</p>	<p>Characteristics of the Business Cycle & How the American Economy Works</p> <p>Causes of the Great Depression</p> <p>Buying Stocks on Margin & The Stock Market Crash</p> <p>Hoover's Response to the Great Depression</p> <p>The Elections of 1928 & 1932</p> <p>American suffering during the Depression</p> <p>Americans Blame the Hoover for the Depression</p> <p>FDR and the New Deal Programs</p> <p>Difference between FDR & Hoover</p> <p>Lasting political, social and economic</p>	<p>1. Describe the business cycle and distinguish between a recession and a depression.</p> <p>2. Identify the problems of the U.S. economy in the 1920s.</p> <p>3. Summarize the causes of the stock market crash and the Great Depression.</p> <p>4. Understand the economic, political and social impacts of the Great Depression on the United States and the world.</p> <p>5. Explain how societies and nation attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</p> <p>6. Explain how scarcity requires people and nations to make choices that involve costs and future considerations.</p> <p>7. Evaluate economic data by differentiating fact from opinion and identifying frames of reference.</p> <p>8. Develop conclusions about economic issues and problems by creating broad statements that summarize</p>		

<p>Hoover respond to the Great Depression? 7. What was Hoover's philosophy relative to the responsibility of the federal government? 8. Why did many Americans blame Hoover for their suffering? 9. How did Hoover's treatment of the Bonus Army affect the election of 1932?</p>	<p>affects of the New Deal Pump Priming vs. Trickle Down Economics American Life During the Depression The Dust Bowl and its Effects Critics of the New Deal</p>	<p>findings and solutions. 9. Evaluate Hoover's response to the Great Depression. 10. Explain why Americans elected FDR in 1932. 11. Create a Venn Diagram comparing and contrasting Hoover and FDR.</p>			
<p>10. What were the characteristics of FDR's New Deal program? 11. How did FDR help restore American's faith in the government, banks and the economy? 12. How did FDR differ in his approach to the nation's problems during the Depression from Hoover? 13. What was American life like during the Great Depression? 14. How did Americans escape the harsh reality of the Depression? 15. What social and environmental factors caused the Dust Bowl? 16. How did Americans respond to the Dust Bowl? 17. How did writers and photographers try to capture the hardships of the Depression? 18. How did the Depression and the New</p>	<p>FDR and Court Packing Deficit Spending: A New Governmental Spending Method</p>	<p>12. Analyze different points of view about the role of government in helping the needy. 13. Describe and evaluate Roosevelt's immediate attempts to improve the economic condition of the country. 14. Evaluate criticisms of the New Deal. 15. Compare trickle down and pump priming economic philosophies and evaluate their efficacies. 16. Describe historic events through the eyes and experiences of those who were there. 17. Examine how the Great Depression affected work, family and communities. 18. Describe the cultural environment during the Great Depression. 19. Explain how Americans escaped the realities of the Great Depression.</p>			

	<p>Deal affect America's minority populations? 19. What were the criticisms of the New Deal? 20. What were the lasting effects of the New Deal?</p>	<p>20. Explain the expansion of government into the social and economic fabric of American life during the Depression.</p> <p>21. Analyze and evaluate the results of the Great Depression and the long lasting social, political and economic effects of the New Deal.</p> <p>22. Discuss how the Great Depression affected the rest of the world.</p> <p>VOCABULARY</p> <p>Students will be able to define/identify the following terms:</p> <p>stock market crash</p> <p>Great Depression</p> <p>relief</p> <p>public works program</p> <p>Herber Hoover</p> <p>Reconstruction Finance Corporation</p> <p>Hooverilles, Hoover Hog, Hoover Bag</p> <p>Bonus Army</p> <p>Franklin Delano Roosevelt</p> <p>New Deal</p> <p>brain trust</p> <p>Fireside Chats</p> <p>Hundred Days</p> <p>Civilian Conservation Corps (CCC)</p> <p>Federal Emergency Relief Administration</p> <p>Works Progress Administration (WPA)</p> <p>Agricultural Adjustment Act (AAA)</p>			
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			<p>Federal Deposit Insurance Company (FDIC)</p> <p>Tennessee Valley Authority (TVA)</p> <p>Wagner Act</p> <p>collective bargaining</p> <p>sitdown strike</p> <p>minimum wage</p> <p>Social Security Act</p> <p>Dust Bowl</p> <p>migrant worker</p> <p>Black Cabinet</p> <p>Indian New Deal</p> <p>recession</p> <p>depression</p> <p>Boom/Bust</p> <p>business cycle</p> <p>speculation</p> <p>bull market</p> <p>Black Tuesday</p> <p>Rugged Individualism</p> <p>Hoover's Four Part Plan</p> <p>Brain Trust</p> <p>court packing</p> <p>trickle down economics</p> <p>pump priming</p>		
Unit 9	<p><u>WORLD WAR II</u></p> <p>1. How did the Treaty of Versailles lead to World War II?</p> <p>2. Would the United States membership in the League of Nations have prevented World War II?</p> <p>3. Why were dictators able to gain control of Italy, Germany,</p>	<p>Rise of Totalitarian Governments</p> <p>Great Depression Helps to Cause WWII</p> <p>Causes of World War II - MINT</p> <p>World War II Map of Europe - Axis & Allies</p>	<p>1. Explain the factors that led to the rise of totalitarian governments before World War II.</p> <p>2. Identify how dictators expanded their territories.</p> <p>3. Differentiate between nationalism and imperialism, analyzing how the two are impossible to coincide.</p> <p>4. Explain the causes of World War</p>		

<p>Japan and the Soviet Union? 4. What were the goals of Hitler, Stalin, and Mussolini? 5. How did Germany, Italy, and Japan each expand their territories in the 1930s? 6. Why was the policy of appeasement a failure? 7. What was the spark of World War II? 8. What was the United States official foreign policy during the early years of WWII? 9. How did the arsenal of democracy impact the Allies and neutral America?</p>	<p>Policy of Appeasement - Munich Conference</p> <p>U.S Policy of Neutrality & the Arsenal of Democracy</p> <p>What new technology was used in World War II and how did it change the art of modern warfare?</p>	<p>II (MINT) and how it changed the lives of millions of people.</p> <p>5. Compare and contrast the origins of World War I and World War II.</p> <p>6. Summarize present foreign policy relative to terrorism and assess its origins in the failure of the policy of appeasement during WWII.</p> <p>7. Complete a map of Europe at the outbreak of World War II.</p> <p>8. Define fascism and understand how it led to World War II.</p> <p>9. Explain the political platform of the Nazis Party.</p>			
<p>10. What were the immediate effects of the attack on Pearl Harbor ?</p>	<p>The Attack on Pearl Harbor</p>	<p>10. Analyze how European conflicts resulted in several basic problems for the .</p>			
<p>11. What were the Japanese reasons for attacking the ?</p>	<p>Hitler's Mistakes</p>	<p>11. Understand the relative importance of domestic and foreign policy over time.</p>			
<p>12. How did American fear and suspicion of Japanese affect American society during World War II?</p>	<p>Turning Points in WWII and the Battle of Normandy</p>	<p>12. Analyze the role played by the United States in international politics, past and present.</p>			
<p>13. What were the constitutional implications of the internment of the Japanese?</p>	<p>The Manhattan Project and the Beginning of the Atomic Age</p>	<p>13. Evaluate the United States position of guarded isolationism.</p>			
<p>14. What were the conditions in the internment camps?</p>	<p>The Legacy of World War II</p>	<p>14. Examine the issue of neutrality versus the growing power of totalitarian states.</p>			
<p>15. What was the turning point of WWII?</p>					
<p>16. Why is World War II considered a "total war" affecting all aspects of American life?</p>					
<p>17. How could</p>					

<p>the use of the first atomic bomb be considered a turning point in and world history?</p> <p>18. What were the major results of World War II?</p> <p>19. Why did the join the United Nations after World War II, when it had refused to join the League of Nations after World War I?</p> <p>20. How does the United Nations promote peace around the world?</p> <p>21. How has the United Nations responded to human rights violations in other countries since its inception?</p> <p>22. What were the major results of the Holocaust?</p> <p>23. How did World War II affect American life on the homefront?</p>	<p>15. Describe historic events through the eyes and experiences of those who were there.</p> <p>16. Explain why the Japanese attacked Pearl Harbor.</p> <p>17. Explain how the United States mobilized for war.</p> <p>18. Explain how the United States attempted to satisfy its basic needs and wants by utilizing scarce capital, natural and human resources during World War II.</p> <p>19. Analyze how scarcity during World War II required the United States to make choices that involved costs and future considerations.</p> <p>20. Interpret history through the eyes of those who were there.</p> <p>21. Describe the role women and African Americans played during World War II.</p> <p>22. Describe how the Allies turned the tide of the war.</p> <p>23. Explain how the Normandy invasion was a turning point in the war.</p> <p>24. Evaluate the United States government's decision to incarcerate Japanese Americans.</p> <p>25. Evaluate Truman's decision to drop the atomic bomb on Japan.</p> <p>26. Predict the political, social, and economic ramifications of the</p>			
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invention and use of atomic weapons.

27. Recognize how different the world was following World War II.

28. Analyze and evaluate the results of World War II.

29. Describe the role of the United Nations in international peacekeeping.

VOCABULARY

Students will be able to define/identify the following terms:

Neutrality Acts

Good Neighbor Policy

dictator

imperialism

militarism

nationalism

totalitarianism

Benito Mussolini

fascism

Winston Churchill

Franklin D. Roosevelt

Nazis

totalitarian state

collective farms

aggression

Josef Stalin

Munich Conferences

appeasement

Nazi Soviet Pact

Adolf Hitler

Axis

Allies

Blitzkrieg

Battle of Britain

cash and carry

			Lend-Lease Act Atlantic Charter Pearl Harbor Rosie the Riveter relocation centers internment WRA Camps Battle of Midway Operation Overlord D-Day War Production Board Harry S. Truman V-E Day island hopping Potsdam Declaration Manhattan Project Enola Gay Hiroshima & Nagasaki Bataan Death March V-J Day Holocaust Nuremberg Trials United Nations National Security Council		
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	<p>THE COLD WAR</p> <p>1. What caused postwar tension between the United States and the Soviet Union?</p> <p>2. What issue divided the Western democracies and the Soviet Union immediately following World War II?</p> <p>3. What are the basic differences between capitalism/democracy and communism?</p> <p>4. How did the Soviet Union cause the Cold War?</p> <p>5. What was the foreign policy during the 40 years of the Cold War?</p> <p>6. What steps did the take to stop the spread of communism around the world?</p> <p>7. What were the results of the Korean War?</p> <p>8. How did Joseph McCarthy exploit American fear of communism?</p> <p>9. What started and perpetuated the arms and space races in the 1950s?</p> <p>10. What is the Domino Theory? How did it involve the in ?</p> <p>11. What conditions frustrated American soldiers in ?</p> <p>12. How did the Vietnam War affect the American homefront?</p> <p>13. Is it unpatriotic to criticize the American government during war?</p> <p>14. How did the draft system increase opposition to the Vietnam War and link the antiwar movement to the Civil Rights Movement?</p> <p>15. How did the 26th Amendment and the War Powers Act illustrate the legacy of the Vietnam War?</p> <p>16. How can protests against the Vietnam War be compared to the protests against the War in ?</p> <p>17. How did the United States come close to war during the Kennedy Administration?</p> <p>18. Why were efforts to contain communism in Latin America a failure?</p>	<p>The Yalta Conferences Begins the Cold War</p> <p>The Iron Curtain Falls</p> <p>NATO vs. Warsaw Pact Map of Europe</p> <p>Communism vs. Democracy</p> <p>U.S. Foreign Policy during the Cold War: The Truman Doctrine and the Policy of Containment</p> <p>Communism in Europe: The Occupation of Germany 1945-1989</p> <p>Containment in Asia: The Korean War</p> <p>Superpower Rivalry</p> <p>The Cold War at Home: McCarthyism</p> <p>Containment in Southeast Asia: The Vietnam War</p> <p>Containment in Latin America: The Kennedy Years</p> <p>The Cold War: Nixon Years & Detente</p> <p>The Evil Empire: Reagan and the Cold War</p> <p>The End of the Cold War: The ReUnification of Germany & the Collapse of the Soviet Union</p>	<p>1. Summarize the historical background for the formation of United States foreign policy of the Cold War Era.</p> <p>2. Understand the relative importance of United States domestic and foreign policies over time.</p> <p>3. Analyze the role played by the United States in international politics, past and present.</p> <p>4. Analyze the origins of the Cold War and containment policies.</p> <p>5. Compare and Contrast the Cold War to other wars in American history.</p> <p>6. Distinguish between the political, social and economic aspects of communism and democracy.</p> <p>7. Explain how the fear of communism affected international relations and domestic policies.</p> <p>8. Complete a map that illustrates the countries that are part of NATO and those that are members of the Warsaw Pact.</p> <p>9. Explain how the Marshall Plan prevented communism from spreading.</p> <p>10. Evaluate the success of the Berlin Airlift at fighting communism.</p> <p>11. Explain how the Korean War began.</p> <p>12. Analyze the results of the Korean War.</p> <p>13. Evaluate the anticommunist campaign of Joseph McCarthy.</p> <p>14. Compare McCarthyism to other events in American history where fear and suspicion led to a repression of rights.</p> <p>15. Form and support opinions about the Vietnam War and current American international intervention.</p>			

<p>19. What are American diplomatic relations with Cuba today?</p> <p>20. What social, political and economic factors led to the end of the Cold War?</p> <p><u>MODERN AMERICA 1945-PRESENT</u></p> <p><u>Domestic Policies During the Cold War</u></p> <ol style="list-style-type: none"> Why did labor unrest increase after World War II? What were the results of Truman's efforts to improve civil rights for African Americans? Which of the goals of the Fair Deal were achieved? What were the main measures proposed and passed under Eisenhower's Progressive Moderation or Modern Republicanism? What were the goals of Kennedy's New Frontier? What were the programs under LBJ's Great Society? 		<p>16. Describe U.S. responses to communist threats around the world.</p> <p>17. Explain U.S. military tactics in Vietnam and the fighting conditions in Southeast Asia.</p> <p>18. Outline the results of the arms race and the space race between the United States and the Soviet Union.</p> <p>19. Assess the failure of U.S. containment policies in Cuba.</p> <p>20. Examine U.S. diplomatic relations with Cuba past and present.</p> <p>21. Analyze how political, economic and social events around the world led to the end of the Cold War.</p> <p><u>VOCABULARY</u></p>			
<p><u>PostWar Society and the 1950s</u></p> <ol style="list-style-type: none"> Why did the nations economy boom in the postwar period? How did prosperity lead to inflation? Why did demand for housing increase? How did the baby boom contribute to the growth of the suburbs? What was the American Dream for many people in the 1950s? Why did some people criticize suburban life? How did television and rock 'n' roll change the way people spent their leisure time? 	<p><u>MODERN AMERICA 1945-PRESENT</u></p> <p><u>Domestic Policies During the Cold War</u></p> <p>Harry S. Truman - Fair Deal</p> <p>Dwight D. Eisenhower- Progressive Moderation or Modern Republicanism</p> <p>John F. Kennedy - the New Frontier</p> <p>Lyndon Baines Johnson - the Great Society</p>	<p>Students will be able to define/identify the following terms:</p> <p>Cold War</p> <p>Iron Curtain</p> <p>containment</p> <p>Truman Doctrine</p> <p>Marshall Plan</p> <p>Berlin Wall</p> <p>Berlin Airlift</p> <p>United Nations</p> <p>NATO</p> <p>Warsaw Pact</p> <p>Chiang Kai-Shek</p> <p>Mao-Zedong</p> <p>capitalism</p> <p>communism</p> <p>38th Parallel</p> <p>Douglas MacArthur</p> <p>Korean War</p> <p>Senator Joseph McCarthy</p> <p>McCarthyism</p>			
<p><u>MODERN AMERICA 1945-PRESENT</u></p> <p><u>The Erosion of American Self-Confidence & the Years of Doubt 1965-1981</u></p> <ol style="list-style-type: none"> What major problems did society face when President Nixon took office? What serious economic problems did the nation face in the 1970s? Why were Nixon's efforts to raise unemployment unsuccessful? How did OPEC's cut in oil 	<p><u>Postwar Society and the 1950s</u></p> <p>Economic Expansion following WWII</p>				

<p>shipments affect the U.S. economy? 5. Why were Nixon's dealings in China a triumph? 6. What was the outcome of the 1972 Presidential election? 7. What was the Watergate Affair? 8. What were the results of the Watergate Affair? 9. Why did Carter's inexperience in national politics appeal to Americans? 10. How successful was Carter in getting legislation passed in Congress? 11. What were Carter's successes in foreign relations? 12. What were the major environmental concerns of the 70s? 13. What were the causes and results of the 1979 Iran Hostage Crisis? 14. What factors contributed to Reagan winning the 1980 Presidential election?</p>	<p>Changes in Family and Communities Changing Nature of Work MODERN AMERICA 1945-PRESENT <u>The Erosion of American Self Confidence and the Years of Doubt 1965-1981</u> Assassinations Cause American Confidence to Shrink Nixon's Domestic and Foreign Policies Carter The Outsider and the 1980s: The Environment & Problems in the Middle East</p>	<p>superpower exile arms race space race Bay of Pigs Cuban Missile Crisis Baseball Diplomacy detente SALT I SALT II Vietcong guerillas domino theory Gulf of Tonkin Resolution Vietnam War Ho Chi Minh Ngo Dinh Diem</p>			
<p>Entering a New Millenium 1981-Present 1. What were Reagan's goals for his presidency? 2. What steps did Reagan and Gorbachev take to improve U.S.-Soviet relations? 3. What was the Iran Contra Affair? 4. What led to the breakup of the Soviet Union? 5. What were the causes and the outcome of the Persian Gulf War? 6. Why did George Bush face problems in his 1992 reelection bid? 7. How successful was Clinton in working with Congress? 8. What role did the media play in the confusion over the 2000 presidential election. 9. Why was the United States attacked on September 11, 2001? 10. What has been the greatest impact of terrorism on American life and aside from the tragic deaths caused by the 9/11 attacks? 11. How has American foreign policy changed since 9/11?</p>	<p>MODERN AMERICA 1945-PRESENT <u>Entering a New Millenium 1981-Present</u> Ronald Reagan-Social, Political and Foreign policies George H.W. Bush- Social, Political and Foreign policies William Jefferson Clinton-Social, Political and Foreign Policies Clinton Impeachment - Johnson Impeachment George W. Bush-Election of 2000, 9/11 and the War on Terrorism</p>	<p>Kent State Protests hawks & doves living room war Star Wars INF Treaty Mikhail Gorbachev glasnost</p>	<p>escalation Tet Offensive</p>	<p>MODERN AMERICA 1945-PRESENT <u>Domestic Policies During the Cold War</u></p>	<p>1. Evaluate Truman's response to labor unrest and civil rights issues. 2. Analyze the goals of the Fair Deal. 3. Examine Eisenhower's "middle of the road" approach to American</p>
	<p>MODERN AMERICA 1945-PRESENT <u>Social and Economic Trends in the New Millennium</u> Modern Advances in Science and Technology: Internet,</p>				

<p><u>MODERN AMERICAN 1945-PRESENT</u></p> <p><u>Social and Economic Trends in the New Millennium</u></p> <ol style="list-style-type: none"> How have computers fueled the growth of the service community? What have been some costs and benefits of the recent advances in technology? What changes led to the growth of the world trade in the 1990s? What problems did the global economy cause for U.S. workers? How have U.S. immigration patterns changed since 1981? What are some recent issues relative to changing immigration patterns? How have immigrants contributed to American economic growth past and present? 	<p>cell phones & e-commerce</p> <p>Diversity and Shifts in Immigration Patterns</p> <p>Changes in the Workplace</p> <p>Changing Economy: Service and Technology</p> <p>Global Economy & Interdependence</p> <p>New Family Patterns</p> <p>Youth Oriented Popular Culture</p>	<p>politics during the 1950s.</p> <ol style="list-style-type: none"> Explain how Kennedy attempted to solve some of America's most serious political, social and economic problems. Assess the success of Johnson's Great Society at ensuring that all American's have equal rights. <p><u>Postwar Society and the 1950s</u></p> <ol style="list-style-type: none"> Understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States. Identify what Americans in the 1950s believed to be the American Dream. Discuss how Americans reacted to the economic prosperity and rapid change of the postwar period. Describe how and why the economy changed following World War II. Identify the groups that were left out of the prosperity of the 1950s and explain this phenomenon. Summarize the changes in American life during the 1950s. Analyze the American Dream and how pop culture and new forms of music affected society. <p><u>MODERN AMERICA 1945-PRESENT</u></p> <p><u>The Erosion of American Self Confidence and the years of Doubt 1965-1981</u></p> <ol style="list-style-type: none"> Analyze what events causes American self confidence to erode during the early postwar years. Examine why 1965-1981
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was called the years of doubt.

3. Pose and answer questions about how the nation operates during a crisis such as Watergate or the Iran Hostage Crisis.

4. Identify the domestic problems facing the nation at the time of Nixon's election.

5. Summarize American economic conditions in the early 1970s.

6. Recall the differences between a boom, recession and depression.

7. Describe how Nixon pursued his foreign policy goals.

8. Describe the Watergate Affair, Nixon's resignation and the American public's reaction to the scandal.

9. Summarize the issues of the Ford presidency.

10. Describe and evaluate the environmental movement.

11. Assess why the conservatives won the 1980 Presidential Election.

MODERN AMERICA 1945- PRESENT

Entering a New Millennium 1981-Present

1. Understand the relative importance of United States domestic and foreign policies over time.

2. Analyze the role played by the United States in international politics, past and present.

3. Identify Reagan's conservative goals.

4. Evaluate the Bush presidency.

5. Analyze and Assess the problems of the 2000 Presidential election and the Supreme Court's solution.

6. Examine how 9/11 changed American life and American foreign policy.

7. Evaluate the causes and

results of the War on
Terrorism and Operation
Iraqi Freedom.

**MODERN AMERICA 1945-
PRESENT**

**Social and Economic
Trends in the New
Millennium**

1. Assess the economic, social, and political trends that shaped the end of the 20th Century and the beginning of the 21st.
2. Investigate problems and opportunities the United States faces in its immediate future.
3. Analyze the impact of new technology on daily life and the economy.
4. Explain how economic change affected workers in the 90s.
5. Describe the global economy.
6. Identify recent scientific breakthroughs and the ethical and moral issues they may have raised.
7. Analyze the attitudes of Americans toward recent immigration.
8. Identify the contributions immigrants have made to American society past and present.

**MODERN AMERICA 1945-
PRESENT**

VOCABULARY

Students will be able to define/identify the following terms:

baby boom

GI Bill of Rights

Taft-Hartley Act

closed shop

Election of 1948: Truman v. Dewey

The Fair Deal

			<p>postwar boom</p> <p>suburb</p> <p>Levittown</p> <p>Interstate Highway Act</p> <p>television</p> <p>Election of 1960: Kennedy v. Nixon</p> <p>John F. Kennedy</p> <p>Lee Harvey Oswald</p> <p>The Warren Commission</p> <p>Great Society</p> <p>Medicare</p> <p>Medicaid</p> <p>Lyndon Baines Johnson</p> <p>Great Society</p> <p>Peace Corps</p> <p>poverty line</p> <p>Economic Opportunity Act</p> <p>Election of 1968: Nixon v. Wallace</p> <p>Richard Millhouse Nixon</p> <p>Watergate Affair</p> <p>25th Amendment</p> <p>Gerald Ford</p> <p>Election of 1976: Ford v. Carter</p> <p>Helsinki Agreement</p> <p>Election of 1980: Carter v. Reagan</p> <p>Ronald Reagan</p> <p>balanced budget</p> <p>conservative</p> <p>budget deficit</p> <p>Iran Contra Affair</p> <p>Reaganomics</p>			
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Key to Standards used in this Map

SS1-K1-1A [5 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans. [Intermediate]

SS1-K1-1B [4 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1B - interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents. [Intermediate]

SS1-K2-1A [3 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1A - describe the reasons for periodizing history in different ways. [Intermediate]

SS1-K2-1B [5 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - investigate key turning points in New York State and United States history and explain why these events or developments are significant. [Intermediate]

SS1-K2-1C [5 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - understand the relationship between the relative importance of United States domestic and foreign policies over time. [Intermediate]

SS1-K2-1D [3 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - analyze the role played by the United States in international politics, past and present. [Intermediate]

SS1-K3-1A [3 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1A - complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations. [Intermediate]

SS1-K3-1B [7 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1B - gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States. [Intermediate]

SS1-K3-1C [6 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1C - describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents. [Intermediate]

SS1-K3-1D [8 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1D - classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious. [Intermediate]

SS1-K4-1A [8 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1A - consider the sources of historic documents, narratives, or artifacts and evaluate their reliability. [Intermediate]

SS1-K4-1B [9 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives. [Intermediate]

SS1-K4-1C [7 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1C - compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts. [Intermediate]

SS1-K4-1D [7 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1D - describe historic events through the eyes and experiences of those who were there. [Intermediate]

SS2-K1-1B [1 occurrence] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - know some important historic events and developments of past civilizations. [Intermediate]

SS2-K1-1B [1 occurrence] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. [Commencement]

SS2-K2-1A [3 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - develop timelines by placing important events and developments in world history in their correct chronological order. [Intermediate]

SS2-K2-1C [4 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1C - study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes. [Intermediate]

SS2-K3-1A [1 occurrence] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history. [Intermediate]

SS2-K3-1B [3 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1B - interpret and analyze documents and artifacts related to significant developments and events in world history. [Intermediate]

SS2-K3-1C [2 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. [Intermediate]

SS2-K4-1A [5 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1A - explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed. [Intermediate]

SS2-K4-1B [5 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians. [Intermediate]

SS2-K4-1C [5 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1C - view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents. [Intermediate]

SS2-K4-1D [5 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1D - investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. [Intermediate]

SS3-K1-1A [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - map information about people, places, and environments. [Intermediate]

SS3-K1-1B [3 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - understand the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite-produced images, and models. [Intermediate]

SS3-K1-1C [7 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - investigate why people and places are located where they are located and what patterns can be perceived in these locations. [Intermediate]

SS3-K1-1D [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - describe the relationships between people and environments and the connections between people and places. [Intermediate]

SS3-K2-1A [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - formulate geographic questions and define geographic issues and problems. [Intermediate]

SS3-K2-1B [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - use a number of research skills; (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems. [Intermediate]

SS3-K2-1C [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models. [Intermediate]

SS3-K2-1D [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1D - interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. [Intermediate]

SS4-K1-1A [6 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. [Intermediate]

SS4-K1-1B [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems. [Intermediate]

SS4-K1-1C [7 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1C - understand how scarcity requires people and nations to make choices which involve costs and future considerations. [Intermediate]

SS4-K1-1D [6 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1D - understand how people in the United States and throughout the world are both producers and consumers of goods and services. [Intermediate]

SS4-K1-1E [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems. [Intermediate]

SS4-K1-1F [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1F - describe how traditional, command, market, and mixed economies answer the three fundamental economic questions. [Intermediate]

SS4-K1-1G [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1G - explain how nations throughout the world have joined with one another to promote economic development and growth. [Intermediate]

SS4-K2-1A [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1A - identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources. [Intermediate]

SS4-K2-1B [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1B - organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data. [Intermediate]

SS4-K2-1C [3 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1C - evaluate economic data by differentiating fact from opinion and identifying frames of reference. [Intermediate]

SS4-K2-1D [7 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1D - develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions. [Intermediate]

SS5-K1-1A [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]

SS5-K1-1B [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - consider the nature and evolution of constitutional democracies. [Elementary]

SS5-K1-1D [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases. [Elementary]

SS5-K1-1A [4 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - explain the probable consequences of the absence of government and rules. [Intermediate]

SS5-K1-1B [5 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - describe the basic purposes of government and the importance of civic life. [Intermediate]

SS5-K1-1C [5 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - understand that social and political systems are based upon people's beliefs. [Intermediate]

SS5-K1-1D [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - discuss how and why the world is divided into nations and what kinds of governments other nations have. [Intermediate]

SS5-K1-1E [4 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1E - analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs. [Intermediate]

SS5-K2-1A [3 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices. [Intermediate]

SS5-K2-1C [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - compare and contrast the development and evolution of the constitutions of the United States and New York State. [Intermediate]

SS5-K2-1D [2 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1D - define federalism and describe the powers granted the national and state governments by the United States Constitution. [Intermediate]

SS5-K2-1E [6 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality. [Intermediate]

SS5-K2-1F [2 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1F - understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority. [Intermediate]

SS5-K3-1A [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time. [Intermediate]

SS5-K3-1B [4 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities. [Intermediate]

SS5-K3-1C [4 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - discuss the role of an informed citizen in today's changing world problems. [Intermediate]

SS5-K3-1D [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - explain how Americans are citizens of their states and of the United States. [Intermediate]

SS5-K4-1A [6 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint. [Intermediate]

SS5-K4-1B [5 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - explain the role that civility plays in promoting effective citizenship in preserving democracy. [Intermediate]

SS5-K4-1C [6 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1C - participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems. [Intermediate]

