

Summit Public Schools
Summit, New Jersey
11th Grade – U.S. History II
Full year course
Revised 2021

Course Description: In an age of rapid change and growing complexity, it is imperative that students develop critical thinking skills and knowledge and understanding of the American experience of which they are a part. Further, it is vital that they be able to place this knowledge and understanding in its global context. The relationships between history and diverse cultural factors offer students the opportunity to gain a more meaningful understanding of American life and our cultural legacy.

This one-year survey of our nation's history from the early 20th century to the present day emphasizes the transition of the United States from a rural, agricultural society to a heterogeneous, urbanized, industrial society. The development of the United States as a world power is seen through the growing international presence of the nation beginning with World War I. An examination is made of the economic and social structure of the periods of the Progressive Era, the "Roaring Twenties" and the Great Depression. World War II and the postwar period mark the maturation of the United States as a world power and consumer society, while the Vietnam conflict and the social changes it wrought mark a new era in U.S. development. The course continues with an examination of U.S. domestic and foreign policy in the post-Watergate era through the War on Terror. The final unit examines global and domestic issues facing the U.S. in the last decades of the 20th century and beyond into the 21st century. Students analyze a wide variety of sources and perspectives to understand how ideas and messages are presented by various types of media to shape public opinion on important and controversial issues both past and present. Students will examine present-day problems as an outgrowth of past trends, in an effort to prescribe solutions to those issues. Ongoing exploration and knowledge of current events is stressed throughout the year.

Pacing Guide

(See each unit for more specific breakdown)

Unit #1 The Emergence of Modern America 1890-1930	7 Weeks
Unit #2 The Great Depression and WWII	6 Weeks
Unit #3 Post World War II America 1945- 1975	12 Weeks
Unit #4 Contemporary Issues 1975 to Present	8 Weeks

Amistad Connections * Units 1, 2, 3, 4

Discrimination/Holocaust & Genocide Connections * Units 1, 2, 3, 4

LGBTQ and People with Disabilities Mandate* Units 1, 2, 3, 4

Modified US History II Addendum -- Thematic Curriculum

Unit 1: The Emergence of Modern America (1890 – 1930)

Big Ideas: *Course Objectives / Content Statement(s)*

- **Government and social reforms**
- **United States becomes a Global power**
- **Technology and economic growth**
- **Struggle between competing notions of democracy**
- **Redefining notions of democracy**

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are the causes and effects of government reform?
- How do advances in technology and economic growth impact society?
- Why do countries go to war?
- How does the United States' role as a world power impact societal and governmental notions of democracy home and abroad?
- How is this relevant today?

Enduring Understandings

What will students understand about the big ideas?

Both the people and government play a role in creating reform at the local, state, and national level. For example, President Teddy Roosevelt, born into a wealthy family, was a federal government figure that broke up trusts and monopolies when he thought they threatened the American economy. However, ***Booker T. Washington, despite being born a slave, was not a government official but still an influential figure of Progressive reform at the local, state, and federal levels. He advanced African-American education, and was even invited to the White House by President Roosevelt.**

Different groups are constantly competing over which reforms are best. Many groups are unable to agree whether a particular reform will solve a problem or make it worse. Reformers such as Jane Addams built the Hull House to provide opportunities and support for newly arriving immigrants. However, groups such as the Ku Klux Klan thought immigrants were a threat to American society. They too saw themselves as reformers and supported legislation such as the Immigration Restriction Act that severely reduced immigration. This legislative support also built support for illegal methods such as lynching designed to discourage immigration.

As more reforms are passed, the government begins to play a larger role in the lives of Americans. Some reforms began to regulate what kinds of substances people could consume, which was a completely new kind of law. This ultimately led to the Prohibition Amendment that restricted the production and sale of beverages containing alcohol.

Technological advances often lead to the loss of old jobs and the creation of new jobs. For example, when Henry Ford was able to adapt mass production to the manufacturing of cars it put many people involved in the horse-and-buggy profession out of work.

Such advances change the way people live and work. As a result of such advances, working conditions and pay began to improve. Better transportation also led to the development of suburbs where people could work in cities, but keep their families sheltered from the ills of urban life. People do not always agree whether the benefits of technology and economic growth outweigh the negatives.

***Due to the mass migration of African-Americans from the South to Northern cities, a culture unknown to the North begins to emerge. *The center of this cultural explosion is seen in Harlem, NY where the Harlem Renaissance begins to take hold. Jazz music, African-American poetry, and new ways of thinking a few of the new trends/ideas that emerge during this period.** During the 1920s the notion of mass media began to take place in American culture. With developments such as tabloid magazines, big money newspapers, and the radio, America transforms from being a regional country to a more unified country that now shares a common culture. No longer did one only know what was going on in your area of the country. You now were aware of happenings all over.

	<p>During the beginning of the 20th century, America started to expand their ideas of manifest destiny outside of the country to other areas within the Western Hemisphere and beyond. Through conflicts such as the Spanish-American War and World War I, America begins to emerge as not only a force to be reckoned with within the Western Hemisphere but the World. America starts to extend their ideas of democracy to other nations around the world and we also start to believe that it is our responsibility to help out our neighboring countries in need. At the same time, the question of what rights and civil liberties expressed in the Constitution that Americans should have in time of war comes into question during the first World War.</p> <p>Current debates over government option healthcare and immigration reform exemplify in the Progressive Era history that continues to struggle with notions of the public good, individualism, equal opportunity, and national security. Also, our roles in Afghanistan and Iraq following 9/11 are consistent with the prominent role of the U.S. in world affairs that increased significantly following the Spanish-American War.</p>
	Examples, Outcomes, Assessments
NJSLS (2021)	<p>Instructional Focus (7 weeks):</p> <ul style="list-style-type: none"> A. Progressive Era (2 weeks) B. Imperialism and World War I(3 weeks) C. 1920s: Economic and Social changes – Isolationism (2 weeks) <p>Sample Assessments:</p> <ol style="list-style-type: none"> 1. Essay Question: When looking back at the Progressive Era, historians often say that the movement had its successes and failures. Grade the Progressive Era using the regular A to F grade scale. Base your written evaluation on how well the Progressive Era achieved the goals that it set out to achieve. When thinking about this question, think about the following: What were some of the successes of the Progressive Era? What were some of its failures? Finally, did the Progressive era
6.1.12.CivicsDP.5.a, 6.1.12.EconEM.5.a, 6.1.12.GeoPP.5.a, 6.1.12.GeoHE.5.a, 6.1.12.EconEM.5.a; 6.1.12.HistoryNM.5.a, 6.1.12.HistoryNM.5.b; 6.1.12.HistoryCC.5.a; 6.1.12.HistoryUP.5.a; 6.1.12.HistoryCA.5.a; 6.1.12.CivicsDP.6.a; 6.1.12.CivicsDP.6.b; 6.1.12.CivicsPR.6.a; 6.1.12.GeoHE.6.a; 6.1.12.GeoGM.6.a; 6.1.12.EconEM.6.a; 6.1.12.EconNE.6.a; 6.1.12.HistoryCC.6.c; 6.1.12.HistoryCC.6.d; 6.1.12.CivicsDP.7.a; 6.1.12.EconNM.7.a; 6.1.12.HistoryCC.7.a; 6.1.12.HistoryCA.7.a; 6.1.12.HistoryCA.7.b; 6.1.12.HistoryCA.7.c; 6.1.12.HistoryUP.7.a; 6.1.12.HistoryCC.6.b; 6.1.12.HistoryCA.6.a	

Conceptual Objectives:

1. Identify and explain the major factors that promoted industrialization and urbanization in the United States and the effects it would have on the American society (i.e. immigration, urbanization, change in nature of work etc).
2. Explain and analyse the discrimination faced by immigrants (i.e. Jews from Eastern Europe, Catholics from Southern Europe).
3. Analyze the major changes demanded by the Progressives in the political, economic and social systems of the United States at the city, state, and federal levels (including women's suffrage).
4. Evaluate the changes which took place in the relationship between government and business through antitrust legislation.
5. Assess the role that media played in shaping public opinion (i.e. muckrakers/yellow journalism).
6. ***Examine the role of the Eugenics Movement in ostracizing those with mental and physical disabilities.**
7. Analyze American foreign policy through the First World War including relations with Japan, China, Spain, Cuba, and Panama.
8. Analyze and evaluate the long and short-term causes of the war with Spain and the creation of an imperial administration in new U.S. territories.
9. Evaluate the causes of World War I in Europe, the causes of United States entry into the war, the mobilization efforts, and military, economic, and social contributions of the US using Summit, NJ as example.

meet all its goals? This could also be done with the age of American Imperialism. **CCS #4 (Production and Distribution of Writing)–Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

2. Progressive News Conference: Students will research an individual from the Progressive Era using the Internet and prepare notes for a live press conference in class in which they will represent their person. **CCS #6 (Production and Distribution of Writing)–Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**
3. ***Eugenics- From Facing History and Ourselves “Targeting the Unfit”**
<https://www.facinghistory.org/resource-library/targeting-unfit>
4. Choose a current event topic and trace it back to its Progressive Era Roots. For example, compare a current issue of economic monopoly (i.e. social media platforms) to Teddy Roosevelt's trust-busting. **CCS #9 (Research to Build & Present Knowledge)–Draw evidence from informational texts to support analysis, reflection and research**
5. Create a “Twitter War” between two divergent Gilded Age and Progressive Era Thinkers regarding specific topics such as tariff, income tax, regulation, women's suffrage, civil rights, environmentalism etc. **CCS #6 (Production and Distribution of Writing)–Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

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| <p>10. Evaluate the increased economic, social, and judicial powers assumed by the federal government during World War One.</p> <p>11. *Analyze the contributions of African Americans to the U.S.'s efforts in WWI (i.e. The 369th Infantry Regiment, formerly known as the 15th New York National Guard Regiment and commonly referred to as the Harlem Hellfighters).</p> <p>12. Assess the events of the 1919 Versailles conference, the leaders involved, including Wilson's Fourteen Points and factors contributing to the US rejection of the League of Nations and future impact of conditions of the Treaty.</p> <p>13. Analyze the conflict between urban and rural cultures in the 1920s.</p> <p>14. Identify and explain the factors that caused an increase in immigration (1890-1910) and factors that led discrimination and to the US restrictions on immigration in 1920s.</p> <p>15. Explain and analyze the characteristics of the "New Culture" of the 1920's (i.e. consumerism, radio, new religious beliefs, role of women, music, big business, and prohibition.</p> <p>16. *Explain and analyze the manifestations of xenophobia and examine the re-emergence of the Ku Klux Klan, nativism and religious fundamentalism and their impact on American society in the 1920's</p> <p>17. *Examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s(Great Migration, Harlem Renaissance, Flapper etc.)</p> | <p>6. Essay question: Why was the 1920s known as the "Roaring 20s?" What 3 specific themes from the 1920s made it "roaring?" Analyze those three themes and draw conclusions that are supported by historical research. Or Was the 1920s really a time of returning to "normalcy"? <u>CCS #1a (Texts Types and Purposes)</u>–Introduce precise, knowledgeable claims, establish the significance of the claims from alternate or opposing claims, and create an organization that logically sequences the claims counterclaims, reasons and evidence.</p> <p>7. Create a 1920's radio show on a specific issue i.e. Flappers, Prohibition, Red Scare, Foreign Policy, Economics using WeVideo.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> - Excerpts from <u>The Jungle</u> written by Upton Sinclair - Poems "White Man's Burden" by Kipling and "Real White Man's Burden" by Crosby - Excerpts from <u>All Quiet on the Western Front</u> by Remarque - History Alive activity on Treaty of Versailles - Excerpts from <u>Summit: City on a Hill</u> on Summit in WWI - *Analyze the ideas of different Harlem Renaissance thinkers to compare how they reflect the sentiment of the decade. How do historians connect them to subsequent Civil Rights Movement? - <u>CCS #1 (Key Ideas and Details)</u>–Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. - Read excerpts from H.G. Wells <u>War of the Worlds</u> and explain how technology has changed war. |
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18. ***Examine the contributions of Queer Americans during “Roaring ‘20s” by looking at key LGBT figures of this period include, among others, poets Langston Hughes, Countee Cullen, and Claude McKay; performers Ethel Waters and Florence Mills; intellectual Alain Locke; literary salon owner Alexander Gumby; and sculptor Richmond Barthé**
19. Analyze economic conditions of 1920s that promoted growth and over-speculation in land and financial markets and the impact these would have.

- **CCS #2 (Key Ideas and Details)–Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas**
- Compare Darwin’s theory of natural selection with the social Darwinism used to justify colonial expansion.
- **CCS #4 (Craft and Structure)–Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10)**
- Create “yellow press” headlines regarding events of the Spanish-American War

Technology Integration

- Students will make a iMovie/ PowerPoint etc. multimedia presentation on an assigned topic relating to culture of the 1920s (ex: Scopes Trial, ***Harlem Renaissance, changing role of women, consumerism, and etc.).**
- Decide who you should vote for in the 1912 election using the PBS Progressive era website

Global Perspectives

- Students will research key issues involving American and Guantanamo Bay during the last 10 years
- Examine the political, economic, and social development of the Philippines today. To what extent has it benefited from Progressive reforms of the early 1900s. What is the legacy of U.S. colonialism in the Philippines?
- Make political cartoons using different perspectives of America’s Imperialist policies toward other nations.
- **CCS #3 (Key Ideas and Details)–Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.**

Resources to include the LGBTQ/Disability History mandate of 2020:

- [History of Havelock Ellis](#)
- Sexist thinkers in “Stamped from the Beginning” by Ibram X. Kendi
- [How WWI Sparked the Gay Rights Movement](#)
- [The secret history of the gay soldiers who served in the First World War](#)

Unit 2: The Great Depression and World War II (1930 – 1945)	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> - Underlying indicators of impending economic meltdown - Economic and social instability of the 1930s - Expansion of government to fix economic and social problems - America’s last attempt to remain neutral in world affairs - America’s emergence as the true superpower in the world 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What are the causes and effects of government reform? 	<p>Students will understand that...</p> <p>The Stock Market Crash challenged the accepted notions from the 1920s that the U.S. economy could</p>

- How do advances in technology and economic growth impact society?
- How does the United States' role as a world power impact societal and governmental notions of democracy home and abroad?
- How is this relevant today?

stabilize and expand without support from government resources at the local, state, and federal level. President Roosevelt's New Deal continued to build on the spirit of reform from the Progressive Era, particularly at the federal level with ideas such as Social Security and the Federal Deposit Insurance Corporation. At the same time, the growth of power at the federal level ignited a new round of fears that U.S. democratic and religious institutions were being threatened by socialist/communist revolution. The necessity of fighting World War II quickly unified the American people and generated a level of government spending that took unemployment from a lingering fifteen percent and greater to virtually zero.

The need to more efficiently produce an ever-growing number of sophisticated products for the military made war even more destructive and destabilizing than it had been during World War I. For example, the aircraft and the atomic bomb seamlessly brought civilian populations into the heart of warfare. However, advances in areas of medicine, such as penicillin, and the industrial application of plastics and aluminum also led to one of the greatest increases in the standard of living for Americans and other countries across the globe.

...that at the end of WWI, America tried to scale back its involvement in global affairs/conflicts. This was seen through such things such as the Neutrality Act of the 1930s. With the emergence of authoritarian governments in Germany and Japan, America begins to realize that Wilson's goal of making the world safe for democracy can only be done through direct American involvement. Starting in 1941, America became involved in the 2nd World War against Germany, Japan, and Italy. It is during this period at home where see the rationing of food, supplies, and so on by the American public to aid soldiers abroad. ***Due to the absence of men, women begin to play an extremely important role in the production of equipment to aid in the war, as did African Americans.** At the conclusion of this conflict, America will emerge as the lone superpower in the world with a new enemy that will keep the country occupied for the next 50 years – The Soviet Union.

	<p>...that the events of the 1930s and 1940s has had a lot of relevance for today. At the end of World War II, America entered into the Atomic Age due to the creation of the nuclear bomb. Due to the horrific effects of this weapon, it is important to make sure that weapons of mass destruction do not get into the hands of the wrong. This never ending has been the major fuel for today's war on terror. This is also the period when America starts to embrace their role of global policemen, which it still holds to this day. The 1930s saw a historic period in which the American government expanded in order to tackle the problems of the Great Depression. This idea of the role of government in society is still and will always be a major area of debate.</p>
NJSLS (2021)	Examples, Outcomes, Assessments
<p>6.1.12.CivicsHR.8.a; 6.1.12.GeoHE.8.a; 6.1.12.EconET.8.a; 6.1.12.EconNM.8.a; 6.1.12.HistoryCC.8.a; 6.1.12.History CC.8.b; 6.1.12.HistoryCC.8.c; 6.1.12.GeoHE.9.a; 6.1.12.EconNE.9.a; 6.1.12.EconNE.9.b; 6.1.12.EconNE.9.c; 6.1.12.EconNE.9.d, 6.1.12.A.9.a; 6.1.12.HistoryCA.9.a; 6.1.12.HistoryUP.9.a; 6.1.12.CivicsPR.10.a; 6.1.12.CivicsPR.10.b; 6.1.12.GeoHE.10.a; 6.1.12.EconEM.10.a; 6.1.12.EconoNM.10.a; 6.1.12.EconoNM.10.b; 6.1.12.HistoryCA.10.a; 6.1.12.HistoryCA.10.b; 6.1.12.HistoryCA.10.c; 6.1.12.CivicsDP.11.a; 6.1.12.CivicsHR.11.a; 6.1.12.CivicsHR.11.b; 6.1.12.EconET.11.a; 6.1.12.EconNM.11.a; 6.1.12.HistoryCC.11.a; 6.1.12.HistoryCA.11.a; 6.1.12.History CC.11.b; 6.1.12.HistoryCC.11.c; 6.1.12.HistoryCC.11.d; 6.1.12.GeoHE.10.a; 6.1.12.HistoryCA.11.b;</p> <p>Conceptual Objectives:</p> <p>1. Explain and analyze the causes of the Great Depression and evaluate efforts by the Hoover Administration to deal with it.</p> <p>2. *Analyze the impact of economic deprivation on the daily life of the American</p>	<p>Instructional Focus (6 weeks):</p> <ul style="list-style-type: none"> A. Stock Market Crash and Great Depression (1 week) B. The New Deal (1 week) C. World War II (4 weeks) <p>Sample Assessments:</p> <ol style="list-style-type: none"> 1. Essay Question: The year is 1939. Assess the New Deal. Give the New Deal a grade based on how successful you think it was. Think about the goals of the New Deal. Think about if those goals were achieved. Think about the positives and negatives of the New Deal. Use evidence to back up the grade that you give for the New Deal. <u>CCS #5 (Production and Distribution of Writing)</u>–Develop and strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience <p><u>CCS #10 (Range of Reading and Level of Text Complexity)</u>–By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>

population, including whites, blacks, and select minority groups, and describe examples of typical hardships suffered using the conditions in urban and rural New Jersey.

3. Explain and analyze President Roosevelt's New Deal and the role of the Federal Government in dealing with the crisis.

3a. ***Evaluate how many New Deal Programs discriminated against Blacks (i.e. AAA, Social Security), yet others offered African Americans more equal opportunities (WPA, Mary Mcleod Bethune National Youth Adm.**

3b. *** Analyze how FDR's disability may have influenced his approach to dealing with crises. Also, examine how public attitudes and awareness toward those with disabilities was very different than it is today.**

4. Describe how the Great Depression and the New Deal of FDR transformed

America, including the growth of the federal government, the rise of the Welfare State, Social Security, NLRB , FDIC, and industrial unionism.

5.Examine and evaluate the impact of New Deal programs, presidential power, and the role of the government in the economy.

6. ***Examine the impact of the Great Depression and the New Deal on marginalized groups in American society such as African Americans, Native Americans, Hispanic Americans, and women and the responses of these groups to the difficult circumstances.**

6a*** Explore the contributions and challenges Black Americans made to 1936 Berlin Olympics.**

7. Identify and explain key foreign policy developments and the rise of fascism during 1930s.

2. Students will research several New Deal programs (1st and 2nd) and grade each program on how beneficial they were for the American society. There is only room in the budget for 3 programs, so the class must compare them and decide which are the most effective.**CCS #1b (Texts Types and Purposes –Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values and possible biases.**

3. ***Choose an identity from the World War II home front (e.g. Rosie the Riveter, African-American dock worker, someone who took part in the Manhattan Project) and write five diary entries over one week that explain how they contributed to the war effort and how their life changed as a result of the war. CCS #10 (Range of Writing)–Write routinely over extended time frames [time for reflection and revision] and shorter time frames [a single sitting or a day or two] for a range of discipline-specific tasks, purposes, and audiences**

Instructional Strategies:

Interdisciplinary Connections

- Art and history. Students can use the photographs of Dorothea Lange to write an essay about the social effects of the Great Depression
- Compare Dorothea Lange's photographs to images of poverty today - noting the similarities and differences in people's lives and the larger issues of poverty
- Compare how the media dealt with FDR's being disabled as opposed to how the media would approach a similar situation today.

<p>8. Examine the causes of W.W.II and the political background leading to American involvement in the war (Neutrality Acts-Cash/Carry-Lend Lease etc.).</p> <p>9. Explain and analyze the ways in which the United States fought a global war with its allies by examining key players, events and themes.</p> <p>10. *Analyze the effects of W.W.II and American government policies on gender roles and issues of race in America.</p> <p>11. *Analyze how African Americans contributed to the WWII effort in significant ways, fighting for the Double V Campaign (i.e. Tuskegee Airmen)</p> <p>12. Evaluate the expanding role of the Federal Government in American life and its role in mobilizing public opinion to support the war.</p> <p>13. * Examine the genocide perpetrated by the Nazis and their attempt to exterminate Europe's Jewish populations. Evaluate the role of collaborators, resisters, bystanders, and government policies in the process.</p> <p>14. * Examine how Homosexuals were targeted for persecution along with Jews and other "undesirables" by the Nazis.</p> <p>15. Explain the development and use of atomic weapons and evaluate the decision to "drop the bomb"</p> <p>16. Analyze the rationale for the founding of the United Nations and the United Nations Universal Declaration of Human Rights.</p>	<ul style="list-style-type: none"> - Activity from the Smithsonian website comparing art of WWII rationing to photographs of WWII rationing - issues of propaganda and patriotism - English: Read selected excerpts from John Steinbeck's <i>Grapes of Wrath</i> and use it to discuss the limitations of the New Deal. - After studying the impact of Japanese internment during WWII have students write illustrated Haiku poems about the experience - After studying the Zoot Suit Riots have students write a poem or song about the experience from a Mexican-American perspective - Science/Math: Evaluate Einstein's scientific/mathematical contributions to the development of the Manhattan Project and his eventual concern of the long-term impact on humanity - *Respond to <i>Olympic Pride- American Prejudice</i> detailing how 18 Black Americans competed in the 1936 Olympics making history, but only one was remembered or recognized. - CCS #5 (Craft and Structure)–Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole. <p>Technology Integration</p> <ul style="list-style-type: none"> - Students will develop an iMovie that captures how WWII affected the homefront. <p>Global Perspectives</p> <ul style="list-style-type: none"> - Analyze how the aftermath of World War II, particularly for the European countries involved, will have an effect of post 1945 decolonization in Africa, the Middle East, and Asia. - Compare America's role in the world in the aftermath of WWII to its current role. How do different historians view America's position as a global power from WWII to the Cold War to the War on Terror? Use different news articles and books to determine why many countries
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	<p>have responded to U.S. foreign policy differently.</p> <ul style="list-style-type: none"> - <u>CCS #6 (Craft and Structure)</u>–Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence. - <u>CCS #9 (Integration of Knowledge and Ideas)</u>– Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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Resources to include the LGBTQ/Disability History mandate of 2020:

- [How Gay Culture Blossomed During the Roaring Twenties](#)
- [Queens and queers: The rise of drag ball culture in the 1920s](#)
- [Underground Ball](#)
- [LGBTQ Activism: The Henry Gerber House, Chicago, IL](#)
- [Lesson Plan: FDR and Eugenics \(Jaci Jones, Woodbridge Township, NJ\)](#)
- [NPR -- Gay Culture Flourished in Berlin](#)
- [USHMM Nazi Persecution of Homosexuals](#)
- [Queer Americans during WWII](#)

Unit 3: Post War United States (1945 – 1975)

Big Ideas: *Course Objectives / Content Statement(s)*

Post World War II brought many questions about how to rebuild Europe, how to prevent another World War from happening again, and how to quell the rise of charismatic leaders were all into question. American citizens and their government had a variety of answers to these very important questions. At home, fear controlled everything. Fear over the spread of Communism led people to be accused of treason and spying and as a result, many lost their jobs. LGBTQ Americans were also targeted, accused of being Communists, as fear gripped the nation. How fear controls people's behaviors and whose rights get taken away and secured is a fundamental theme of this unit.

Although the focus of The Civil Rights Movement in US II tends to start with the boycotts and Supreme Court cases of the 1950s and 1960s, the story does not begin here. After 100 years of discriminatory laws oppressing Black Americans, from Slavery to the Black Codes and failed Reconstruction after the Civil War, the fight for Equal Rights for Black American came to pass in the 1950s and 1960s in America. People of all races, backgrounds, and sexualities supported this measure, and fought for these rights through protest, speeches, and legal action. With discrimination being a seemingly functionalist part of American society today, it is also imperative to see not only how far America has come, but how far we have yet to go.

They don't call it the turbulent 60s for nothing. With the Civil Rights Movement in the background, many different groups sought its success in gaining legislative and social victories through non violent protests and sought to fight for their own rights. From the birth of the “hippie” culture at Woodstock, to the decade’s most devastating assassinations, the sixties shaped and defined American culture since. Groups such as the LGBTQ community, migrant farm workers, Hippies, and women all sought to use non violent protest to call attention to the oppression each group was facing. So much for the wholesome nifty fifties.

Throughout the course of this unit, we will discuss not only the military aspects of the Vietnam war, but we will examine how Americans felt about the war, soldier’s experiences, and the legacies of it. Not only is the country reeling from the multi-decade Vietnam War, there were so many tumultuous cultural shifts and uprisings during the 1970s. With the birth of the LGBTQ movement in the 1960s came significant advances in equality for LGBTQ Americans. Additionally, continuing the spirit of protest from the 1960s, widespread and violent protests over the Vietnam War proved once again that people who voice their concerns have the power to make significant change.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● Was the Cold War inevitable? ● Should we have taken away Americans’ rights at home in order to prevent the spread of Communism? 	<p>Students will understand that...</p> <p>The growth of the government as a result of the New Deal and WWII continues to develop throughout the</p>

- What was the government willing to do in order to stop the spread of communism both at home and abroad?
- Why is the Korean War often called the “forgotten war?”
- How did Korea become a “hotspot” of the Cold War?
- Did the Cold War end?
- What role did the “everyday” citizen play in the civil rights movement?
- Is civil disobedience the most effective means of achieving racial equality?
- How effective are “everyday” people in enacting substantial change
- Is violence or non-violence the most effective means to achieve social change?
- What was the overall mood of the 1960s, and what were its lasting legacies today?
- Does the image of John F. Kennedy outshine the reality?
- What was the legacy of the Kennedy Presidency?
- Should President Kennedy have risked nuclear war to remove Soviet missiles from Cuba?
- Did the “Great Society” programs fulfill their promises?
- How did the policies and theories of containment and the domino theory entice American leaders and citizens to become involved in the Vietnamese Civil War?
- What were the main reasons that American involvement in Vietnam ultimately failed?
- Can domestic protest affect the outcome of war?
- Was the Watergate scandal a sign of strength or weakness in the United States system of government?
- How did society in the 1970s change from previous decades in American history?
- How did the Watergate Scandal impact the perception of the government and the office of the Presidency on the American public?

1950s and 60s. For example, the Federal Interstate Highways played a major role in the development of suburban communities. Such changes in housing also became one of the major challenges of promoting racial equality. ***The government did respond to the pressure to begin desegregating the military in 1948; schools with Brown v. Board in 1954;** and jobs, public accommodation, in suffrage in the Civil and Voting Rights Act in 64’ and 65. However, de facto housing pattern discrimination continued to keep many urban populations segregated, especially as the draw of suburban seclusion became more accessible. ***Many events associated with the Civil Rights Movement, Vietnam, and Watergate also continued to fuel two competing notions about the role of government.** One general idea suggests that the government itself is harboring its own agenda that accepts limitations to racial equality, women’s rights, environmental protection, etc. Therefore, the government needs continued pressure to reform as it had been during both the Progressive and New Deal Eras. A second general idea is that the continual growth of government is the greater threat, and any attempt to control socioeconomics with too much government regulation threatens American individualism and democracy.

Due to competition with the Soviet Union, America will see many advancements in technology. During this era, America and the Soviet Union tried to one up the other. Putting the first person on the moon, the invention of the satellite, and the computer are examples of America’s advancement. The invention of the television began to change society as well. The television allowed not only upper class families but also middle class families to enjoy a new medium of entertainment. Stars such as Elvis Presley became mega stars during this era. Later in this era, television became an outlet for expressing both common and newer views of society.

Due to the reality that both the United States and the Soviet Union had entered in the Atomic Age, a head-to-head conflict had to be avoided but at the same time do everything in its power economically and militarily to halt the spread of communism both

	<p>at home and abroad. It will be during this period where we will see America enter conflicts in the Middle East, Korea, Cuba, Europe, and Vietnam to make sure that communism doesn't spread. It is also during this period in which the threat of communism and soviet infiltration strikes fear into America after the Soviet Union gains nuclear capabilities in 1949.</p> <p>American freedoms and civil liberties expressed in the Constitution are put to the test during the period known as McCarthyism. LGBTQ Americans will also see their rights infringed upon during the start of the Second Red Scare. Homosexual government employees were fired and blacklisted for their sexual preferences in a time period known as the Lavender Scare. What the government is allowed to do in the name of national security will be questioned during this period.</p> <p>Current debates over legislation related to gay marriage/rights, healthcare and immigration continue to test the boundaries of how much the government can be influenced by differing notions of the public good to competently reform social and economic problems. The extraordinary growth of nations such as China and India, as well as the European Union, is creating a world that is no longer influenced by a unilateral U.S. foreign policy. This is a lesson that first gained most ground as a result of U.S. failures in Vietnam.</p>
NJSLS (2021)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.1.12.EconNE.12.a; 6.1.12.HistoryCC.12.a; 6.1.12.HistoryCC.12.c; 6.1.12.HistoryCC.12.d; 6.1.12.HistoryCC.12.e; 6.1.12.HistorySE.12.a; 6.1.12.CivicsDP.13.a; 6.1.12.GeoPP.13.a; 6.1.12.GeoPP.13.b; 6.1.12.GeoHE.13.a; 6.1.12.EconNE.13.a; 6.1.12.EconNE.13.b; 6.1.12.HistoryCC.13.b; 6.1.12.HistoryCC.13.a; 6.1.12.HistoryCC.13.c; 6.1.12.HistoryCC.13.d; 6.1.12.HistoryUP.13.a; 6.1.12.HistorySE.13.a; 6.1.12.EconEM.12.a; 6.1.12.HistorySE.12.b; 6.1.12.CivicsPI.13.; 6.1.12.EconEM.13.a</p>	<p>Instructional Focus (12 weeks):</p> <ul style="list-style-type: none"> A. The Cold War (1945 – 1960) (2 weeks) B. Social Change – Civil Rights Movement (5 weeks) C. Cold War (JFK to Nixon and Vietnam) (5 weeks) <p>Sample Assessments:</p> <ol style="list-style-type: none"> 1. *Civil Rights Scrapbook – place yourself in the shoes of someone who lived through this era – create a scrapbook that chronicles the major events, people, ideas of the movement and elaborates on its effect. After students present their work
Conceptual Objectives:	

1. Explain and analyze responses to post war devastation, the threat of communism and Soviet subjugation of Eastern Europe, and lessons of Versailles Treaty including the Marshall Plan, Truman Doctrine, formation of NATO, Berlin Airlift and other select policies and events post W.W.II.
2. Explain, analyze and evaluate the nature of a limited war using the Korean War as an example.
3. Explain and analyze changes in post war American and New Jersey society, including the impact of television, the interstate highway system, and the growth of the suburbs.
4. Explain and analyze the “Era of McCarthyism” by examining the tactics of Senator Joseph McCarthy.
5. ***Explain and analyze how, like alleged communists, homosexuals were targeted in The Lavender Scare of the 1950s, being persecuted and fired from government jobs.**
6. Explain and analyze the rebellion of the Beats and Teen Culture as a response to the conformity of the 1950s.
7. ***Identify and describe the key developments in the battle for racial equality, including, but not limited to, Brown v. Board, Montgomery Bus Boycott, Little Rock School Crisis, Civil Rights Act (1957,1964), and Voting Rights, (1965), and the works of Martin Luther King Jr. and Malcolm X.**
 - a. *** Examine the Stonewall Riots and the Birth of the Gay Rights Movement – examine grassroots nature of gay rights movement and compare to larger Civil Rights Movement.**

to the class, each student must write an objective essay that determines the extent to which the movement was successful.

2. **CCS #1c (Texts Types and Purposes)**–Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
3. **CCS #1d (Texts Types and Purposes)**–Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
4. **Open-Ended Question:** A revolution is defined as a “drastic and far-reaching change in ways of thinking and behaving. Historians often call the Civil Rights Movement a “2nd American Revolution.” Why is the Civil Rights Movement referred to in this way? What aspects of the CRM made it a revolution (consider the definition of revolution)? Begin writing a research paper that determines the extent to which that revolution was successful. Research and analysis for this paper requires that you use six different six sources, both print and digital: four written by different historians and two different current events connected to present-day civil rights issues. Before a source is added to your works cited your must explain exactly how it fits into the research/writing process. Analyze information from those sources to draw your conclusions and develop/argue your thesis statement.
5. **CCS #7 (Research to Build & Present Knowledge)**–Conduct short as well as more sustained research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>b. *Examine Civil Rights Leaders (Bayard Rustin, James Baldwin, Lorraine Hansberry, Pauli Murray)</p> <p>8 *Evaluate the role of both the individual and the government in the movement for racial equality by analyzing works of fiction, nonfiction, and visual arts.</p> <p>9 *Examine how geographic locations, such as Greenwich Village, can provide space for marginalized groups such as minorities or LGBTQ individuals thrive and create a community.</p> <p>10 Evaluate President Kennedy's actions in handling the major foreign policy crises of his presidency- The Bay of Pigs and the Cuban Missile Crisis.</p> <p>11 *Explain and analyze impact of Supreme Court(Warren Court) in 1960s (Gideon v Wainwright, Miranda v Arizona etc.)</p> <p>12 Analyze American foreign policy during the Cold War and the resulting involvement in Vietnam.</p> <p>13 Describe the nature of warfare in Vietnam and explain why the Vietnam War became unpopular at home in America, including the influence of public opinion on the conduct of the war.</p> <p>14 Analyze the election of Richard Nixon in 1968 by analyzing both domestic and international issues confronting the American public.</p> <p>15 Describe the Watergate scandal and analyze and evaluate its effect on the American public's faith in government.</p> <p>16 *Evaluate Americans changing attitudes toward mental and physical disabilities (i.e. see Willowbrook Expose and the</p>	<p>6. <u>CCS #8 (Research to Build & Present Knowledge)</u>–Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas , avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>7. For the United States the Vietnam War was first a “crusade”; then a “challenge”; and, finally a “burden.” Explain the differences in these terms. Make sure you site specific events that explain the differences in these terms. Following this exercise each student must explain whether Vietnam was a just war worth fighting and support that stance with evidence.</p> <p>8. <u>CCS #1e (Texts Types and Purposes)</u>–Provide a concluding statement or section that follows form or supports the argument presented.</p> <p>9. Letters Home From Vietnam: students will watch the film “Letters home from Vietnam” and write 2 letters from the perspective of American soldiers fighting in Vietnam based off of the notes they take from the video</p> <p>Instructional Strategies: Interdisciplinary Connections</p> <ul style="list-style-type: none"> - English and History: Students will read part of the Crucible in order to understand how it was a critique of McCarthyism - *“Letters from a Birmingham Jail” – Dr. Martin Luther King, Jr. - *Excerpts from the Autobiography of Malcolm X - Science: Explore the chemical compositions of Agent Orange and Napalm to understand how they impacted Vietnam Veterans, civilians and environment. <p>Technology Integration</p>
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disability rights protest leading to the ADA/Section 504)

- *Start a blog that asks the extent to which the Civil Rights Movement was successful.
- Develop a website that uses photography and interviews to document the lives of Vietnam Veterans

Global Perspectives

- Students will analyze the threat of nuclear weapons during the Cuban Missile Crisis with the threat of nuclear weapons today in order to understand America's strained relationship with both Iran and North Korea. Use the works of historians to determine whether we should be more or less aggressive in preventing nuclear proliferation. Develop a website to organize and present your argument.
- **CCS #7 (Integration of Knowledge and Ideas)**—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Resources to include the LGBTQ and Disability History Mandate of 2020

- [Uncle Sam didn't welcome gay employees](#)
- ["These People Are Frightened to Death" -- Congressional Investigations and the Lavender Scare](#)
- [LGBT History: The Lavender Scare](#)
- [The lavender scare: How the federal government purged gay employees](#)
- [100 Amazing Facts About the Negro- Bayard Rustin](#)
- [The Role of Gay Men and Lesbians in the Civil Rights Movement](#)
- [How the Civil Rights Movement Launched the Fight for LGBT, Women's Equality](#)
- [Stonewall: Key Turning Point—Not Starting Point—in LGBTQ Rights Movement](#)
- [Michael Levine and the Stonewall Rebellion](#)
- [HISTORY AND STRATEGY THAT LED TO THE LAWRENCE DECISION](#)
- [GAY RIGHTS MOVEMENT'S PATH](#)
- [Before the Stonewall Uprising, There Was the 'Sip-In'](#)
- <https://www.teach.lgbt/lesson/creating-a-space-for-change/>
- [Disability rights in the 1960s and 1970s](#)
- [Disability rights history](#)
- [Bringing the voices of LGBTQ history to life through intimate conversations with champions, heroes, and witnesses to history.](#)

- [Harvey Milk](#)
- [The Official HARVEY MILK Biography](#)
- [History.com -- Harvey Milk](#)
- [The A.P.A. Ruling on Homosexuality](#)
- [When Gay Was Not Okay with the APA: A Historical Overview of Homosexuality and its Status as Mental Disorder](#)
- [National March on Washington for Lesbian and Gay Rights](#)
- [RECORDS OF THE NATIONAL MARCH ON WASHINGTON FOR LESBIAN AND GAY RIGHTS](#)
- [A gay soldier's story of Vietnam and after](#)
- [Drafted: My Year in Vietnam as a Gay Anti-War Soldier \(An Excerpt\)](#)
- [Judith Heumann](#)

Unit 4: Contemporary Issues – 1975 to present

Big Ideas: *Course Objectives / Content Statement(s)*

In US II, the end is only the beginning and this unit will seek to understand how America today has been shaped by the historical events we studied throughout the course of the year. Many recurring patterns will come up again such as the role that technology has shaped the way we communicate, the continual fight for equity for Black and LGBTQ Americans, Containment (this time of Terrorism) and what role the government plays in solving social problems. All of these themes that this course has sought to string together will come to a head in these last decades of the 20th century and of course, in the early 21st century. History may not repeat exactly, but it certainly rhymes. All you have to do is look for the patterns.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● Did the policy of détente with Communist nations effectively maintain world peace? ● Did the policies of the Reagan administration strengthen or weaken the United States ● Were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War? ● Are peace and stability in the Middle East vital to the United States' economy and national security? ● Should the United States use military force to support democracy in the Middle East? ● Is it the responsibility of the United States today to be the world's "policeman" 	<p>Students will understand that...</p> <p>The failures of the Nixon, Ford, and Carter administrations led to both the restructuring of the Republican Party platform as well as a repudiation of reforms led by Democrats during the 1960s, particularly those related to Johnson's Great Society and the Civil Rights Movement. It is debated whether ideas of trickle-down economics, outsourcing and breaking unions, and reducing social programs related to welfare are responsible for decreasing the standards of living in urban neighborhoods, especially those with significant minority populations. Others look at behavior associated with gangs, drugs, teen pregnancy, and school dropout rates as proof that government</p>

	<p>spending can't stop people from making poor decisions. Although less money was spent on social programs during the Reagan years, increases in defense spending and corporate subsidies drive up the national debt significantly, a trend that has continued to grow with little interruption. Following 9/11 amid a growing awareness of the threat that terrorist groups and the nations that sponsored them posed, the U.S. began its most unified foreign policy since the Cold War. Concerns over security have rekindled the debate between national security and civil rights for the first time since the Vietnam/Watergate Era. New legislation, such as the Patriot Act is met with a combination of staunch support and skepticism.</p> <p>The wars in Iraq and Afghanistan have seen the utilization of technologies, such as the predator drones, that have attempted to deliver deadly strikes against enemy forces, while trying to limit civilian casualties. Military technology that was deemed crucial to winning the Cold War, such as fighter aircraft, tanks, etc. have become increasingly useless in achieving the types of objectives that need to be accomplished. Concerns such as nuclear proliferation require the weapon of effective intelligence gathering more than anything else. This trend is not entirely new and it does evoke the problem that was faced when tremendous levels of American firepower could not achieve victory in Vietnam. Technology and the economic growth surrounding the explosion of personal computing and the Internet have aided the development of such military technology; however, such computer technology has also made it increasingly difficult to control the flow of media. Watchdog websites, such as Wikileaks, have been simultaneously praised as holding the U.S. accountable for civilian casualties, while being resented for its goal of publicly posting classified documents that could threaten U.S. foreign policy goals.</p> <p>During this period America saw its tensions with the Soviet Union in the form of the Cold War finally come to an end but with the end of one conflict, a new conflict would eventually come to define America's foreign policy in the 21st century: terrorism. At the end of the Cold War, America</p>
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	<p>began to fully embrace the role of world policemen with its involvement in Panama, Grenada, Kuwait, Somalia, and the former Yugoslavia. The ideas of bringing democracy and ridding these places of oppressive rule was the major focus with America's involvement in these areas. America has now tried to bring these same notions of democracy to Afghanistan and Iraq but at a heavy price due to resistance from elements within these countries. America has also grappled with notions of democracy at home during the 21st century in the midst of our fight against terrorism with such legislation as the Patriotic Act – calling back memories of our government during World War I.</p> <p>The events of unit 4 bare extreme relevance to today's society. The origins of global terrorism and groups were at conflict with such as the Taliban are directly related to America's last decade of involvement in the Cold War. The financial crisis that affected American society in the 1st decade of the 21st century can be traced to changes in government philosophy during the 1980s. The extremely vocal conservative right in today's politics saw it rise with the ascension of President Reagan. Overall, students will understand that a better understanding of global affairs and domestic policies can be better understood with knowledge of unit 4.</p>
NJSLS (2021)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.1.12.CivicsPI.14.b; 6.1.12.CivicsPI.14.c; 6.1.12.CivicsPI.14.d; 6.1.12.CivicsCM.14.b; 6.1.12.GeoPP.14.a; 6.1.12.GeoPP.14.b; 6.1.12.GeoNE.14.a; 6.1.12.EconET.14.b; 6.1.12.HistoryCA.14.a; 6.1.12.HistoryCA.14.b; 6.1.12.HistoryCA.14.c; 6.1.12.HistorySE.14.a; 6.1.12.HistorySE.14.b; 6.1.12.HistoryCC.14.b; 6.1.12.HistoryCC.14.c; 6.1.12.HistoryCC.14.d; 6.1.12.HistoryCC.14.e; 6.1.12.CivicsPR.15.a; 6.1.12.CivicsHR.15.a; 6.1.12.HistorySE.15.a; 6.1.12.HistorySE.15.b; 6.1.12.HistorySE.15.c; 6.1.12.CivicsPD.16.a; 6.1.12.GeoHE16.a; 6.1.12.EconNE.16.b; 6.1.12.HistoryUP.16.a; 6.1.12.HistoryCC.16.a; 6.1.12.HistoryCC.16.b;</p>	<p>Instructional Focus (6 weeks):</p> <ul style="list-style-type: none"> A. Transition of Cold War to New Global Threats – America's ever increasing role in the world – 3 weeks B. Struggle between liberal and conservative domestic ideology (transition from the 80s to 90s) – 3 weeks C. The War on Terror, Technology Boom, and the 2000s. <p>Sample Assessments:</p> <ul style="list-style-type: none"> - Students will analyze Ronald Reagan's presidency and create a multimedia presentation that depicts his presidency as a success or failure. Students will be expected

<p>6.1.12.HistoryCC.15.a; 6.1.12.HistoryCC.15.b; 6.1.12.HistoryCC.15.c; 6.1.12.CivicsPL.14.a; 6.1.12.CivicsPD.14.a; 6.1.12.CivicsDP.14.a; 6.1.12.EconNE.14.a; 6.1.12.EconET.14.a; 6.1.12.EconEM.14.a; 6.1.12.CivicsPR.16.a; 6.1.12.EconGE.16.a;</p>	<p>to debate one another to prove who presented the most accurate picture of his presidency.</p>
<p>Conceptual Objectives:</p> <ol style="list-style-type: none"> 1. Examine changing patterns of immigration including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia. 2. Explain and analyze the appeal of Ronald Reagan and his election in 1980 and examine issues of conservatism versus liberalism in politics. 3. *Describe the major domestic problems and challenges that confronted the Reagan Administration during the 1980s including general economic conditions, taxes, balance of trade, defense-spending, the move to supply-side economics and social issues such as homelessness, AIDS and the crack epidemic. 4. Explain and analyze foreign policy issues confronting the U.S. and Soviet Union in the 1980's in the context of the Cold War in areas such as Central America, the Middle East, Africa, and Afghanistan-relate to present day issues in these regions. 5. *Describe the changing social climate of the 1980s including urban issues, progress for women, minorities, and homosexuals, space exploration, health and educational issues, and the environment. 6. *Examine LGBTQ activism of '70s and 80's especially in response to the HIV/AIDS Crisis (Harvey Milk, The APA votes to remove homosexuality from list of mental illnesses, National March on Washington for Lesbian and Gay Rights) 	<ul style="list-style-type: none"> - <u>CCS #2a (Texts Types and Purposes)</u>–Introduce a topic and organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension. - <u>CCS #2b (Texts Types and Purposes)</u>–Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic - Essay question: Explain one word, phrase or quote that you think best describes Carter's presidency? What are the key reasons why you believe Jimmy Carter was a one-term president? What aspects of his foreign policy and personality do you think contributed to this? - <u>CCS #2c (Texts Types and Purposes)</u>–Use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. - Students will create their own opinion editorial section in a newspaper to write two different perspectives on U.S. foreign policy in one part of the world (e.g. Middle East, Central America, Eastern Europe, Africa, etc.), evaluating the short-term and long-term effects of those policies. Same assignment can be used to promote a point of view regarding domestic challenges or issues from the time period. - <u>CCS #2d (Texts Types and Purposes)</u>–Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a

7. Analyze and evaluate the events of 1989 in Eastern Europe(Berlin Wall) and China(Tiananmen Square) and their impact on international relations.
8. Explain the factors that led to the election of Bill Clinton over George W. Bush in 1992.
9. Analyze the growth of technological innovation in computing, software, web based applications as examples of the move away from heavy industry toward services and “in the post-industrial economy”
10. Evaluate the impact the internet and personal computing would have on the way people live/communicate and the changing nature of media.
11. ***Explain, analyze and evaluate the impact of the Americans with Disabilities Act of 1990.**
12. Evaluate and interpret distinct forms of media and experiment with producing messages in various formats.
13. Evaluate population, demographic and immigration trends and their impact on the American economy, culture and politics (i.e. Hispanic population, move to sunbelt etc.).
14. Explain the American Government’s rationale for promoting free-trade and the ratification of NAFTA(North American Free Trade Agreement) and its impact on the economy and workers in select industries.
15. Explain globalization and analyze its potential problems and possibilities.
16. Explain the election of George W. Bush and the challenges he faced as president.
17. Explain and analyze the events of September 11th and the events leading up to the attacks (relate to earlier Afghanistan study).
18. Explain and analyze how the “War on Terror” as a response to the attacks by Al Qaeda would lead the U.S. and some of our allies into wars in Iraq and Afghanistan

knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- Evaluate how recent drug violence on the U.S.-Mexico border has impacted American perceptions of undocumented immigrants.
- ***Compare the debates over healthcare and/or same sex marriage to the Civil Rights Movement. Argue one way in which you think people’s rights may be threatened. Write your own piece of legislation that attempts to eliminate/decrease a threat to rights today. You will have to convince the class to pass your bill/rule in your favor. (i.e. see United States v. Windsor, Supreme Court held the Defense of Marriage Act which denied federal recognition of same sex marriage was a violation of the Due Process Clause of 5th Amend. Also see Obergefell v. Hodges).**
- **CCS #2e (Texts Types and Purposes)–Provide a concluding statement or section that follows form and supports the information or explanation provided (e.g. articulating implications or the significance of the topic)**

Instructional Strategies:

Interdisciplinary Connections

- **Photo/Literature: Students compare photographs and/or poetry from the Civil Rights Movement to protests related to Gay Rights, Immigration, or War on Terror. At what point can a protest threaten democracy and the freedom of others?**
- **Film: *Make a documentary that captures your community’s perspective on the Obama presidency and how they have been affected.**
- **Science: Examine how the U.S. has influenced global warming policies in a particular part of the world (e.g. China, Brazil, India, South Africa, etc.)**

<p>and the consequences positive/negative of those endeavors.</p> <p>19. *Describe the issues in the election of Barack Obama as the first African American president.</p> <p>20. *Evaluate the importance of the movement for Same Sex Marriage/Marriage Equality- social, political, legal fight to promote right for homosexuals to marry versus Defense of Marriage Act. (See U.S. v. Windsor and Obergefell v. Hodges).</p> <p>21. Explain and evaluate public opinion regarding select current “hot topics” (i.e. the rise of Antisemitism,, the rise of voter discontent + apathy, conservative versus liberal agendas, biased media, government bailouts etc.).</p> <p>22. Evaluate the veracity, severity and implications of global environmental challenges including</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> - Produce an iMovie/WeVideo/multimedia commercial that responds to a documentary on the politics surrounding a prominent issue (e.g. Gulf Coast revitalization, a candidate for public office, drug use, wounded Veterans, etc.) It should either support or refute the position(s) taken with new evidence. - <u>CCS #8 (Integration of Knowledge and Ideas)–Evaluate an author’s premises, claims and evidence by corroborating or challenging them with other information.</u> <p>Global Perspectives</p> <ul style="list-style-type: none"> - A major aspect of this unit will be for students to see how events domestically and internationally have had a direct impact on America’s foreign policy (rise of terrorism, conflicts in the Middle East, relations with China) and domestic policy (the continuing battle over the extent of government involvement and the government’s responsibility in people’s lives)
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Resources to include the LGBTQ/Disability History mandate of 2020:

- [Kendall Bailey and “Don’t Ask, Don’t Tell”](#)
- [Kendall Bailey - DADT audio interview](#)
- [Interview Transcripts](#)
- [Goodridge v. Department of Public Health interview transcript](#)
- [Matthew Shepard Continues to Make a Difference](#)
- [Wisconsin was the "first state to ban public and private sector employment discrimination based on sexual orientation.](#)
- [LGBTQ History Month: The early days of America's AIDS crisis](#)
- [The 1987 March on Washington](#)
- [200,000 March in Capital to Seek Gay Rights and Money for AIDS](#)
- [The Defense of Marriage Act](#)
- [Defense of Marriage Act](#)
- [Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide](#)
- [Gay Marriage in the U.S., After Obergefell v. Hodges](#)
- [Supreme Court rules gay couples nationwide have a right to marry](#)

Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Resources:

Numerous and varied primary sources and documents: texts, visuals, in-print and online, are consistently employed to engage students in the learning process (**i.e. Gilder Lehrman, Stanford History Education Group-“Thinking Like a Historian,” Choices from Brown University, The DBQ Project etc.)**

Texts:

Cayton, Andrew, Elisabeth Israels Perry, Linda Reed, and Allan Winkler. America Pathways to the Present. Upper Saddle River, N. J.: Prentice Hall, 2003.

Yong, Chen, Frank Devarona, Daniel J. Gelo, Linda L. Greenow, and Debra Gray-White. American History. Parsippany, N.J.: Globe Fearon, 2003.

Supplemental Texts:

Garcia, Juan, Sharon Harley and John Howard. One Nation Many People. Parsippany, N. J.: Globe Fearon, 1995.

Jordan, Winthrop D., Miriam Greenblatt, and John S. Bowes. The Americans. New York: McDougal, Littell, & Company, 1994.

King, David C., Norman McRae, and Jaye Zola. The United States and Its People. New York: Addison-Wesley, 1995.

Sheltered Instruction Addendum to US History II Curriculum

These key concepts, terms, people, and activities serve as examples for the Sheltered US II class. They outline the basic ideas that English language learners should understand about American History upon completion of the course. Links to NJCCS and CCS are included in the general US II Course of Study.

1. REFORM & TECHNOLOGICAL INNOVATIONS

Key Concepts:

- a. Different groups of Americans began to identify economic, political, and moral problems. Some examples include: working conditions, the right to vote, monopolies and discrimination/segregation.
- b. People wanting to improve society-create progress- were called “Progressives”
- c. Progressives worked to use the press, elections, direct intervention, and protests to fix many of those problems by passing new laws and regulations.
- d. Overall the quality of life improved for most Americans; however, many problems were not completely addressed. Also, solving some older problems created new ones that future generations confronted.
- e. Technological innovations also played a large role in solving old problems and creating new ones.

Key Terms: (examples- not all have to be examined)

Places: New York City, Chicago, the South, national parks, Harlem, Atlantic Ocean, Paris, Tennessee

People: immigrants, Jane Addams, Boss Tweed, Cornelius Vanderbilt, “captains of industry”, “robber barons”, African-Americans, Latino-Americans, Asian-Americans, Native Americans, muckrakers, journalists, Upton Sinclair, Jacob Riis, Progressives, John Rockefeller, Standard Oil, Ida Tarbell, Women’s Christian Temperance Union (WCTU), Susan B. Anthony, National Association for the Advancement of Colored People (NAACP), W.E.B. DuBois, Ida B. Wells, Teddy Roosevelt, Woodrow Wilson, Henry Ford, Langston Hughes, Louis Armstrong, Ernest Hemmingway, F. Scott Fitzgerald, Babe Ruth, Charles Lindbergh, Amelia Earhart, Al Capone, Ku Klux Klan, communists, Sacco and Vanzetti, fundamentalists

Events: Progressive Era, the Hull House, Triangle Shirtwaist Fire, Interstate Commerce Act, Plessy vs. Ferguson, Jim Crow Laws, Chinese Exclusion Act, The Jungle, Prohibition (18th Amendment), Direct Primary (17th Amendment), Square Deal, Meat Inspection Act, Clayton Antitrust Act, Women’s Suffrage (19th Amendment), Model T, Jazz Age, the Harlem

Renaissance, the Lost Generation, nonstop flight New York to Paris, Red Scare, National Origins Act, Scopes Trial

Vocabulary: tenements, slums, sweatshops, settlements houses, poverty, corruption, monopolies/trusts, railroads, influence, disease, racism, discrimination, reform, suffrage, lynching, trust-busting, conservation, assembly lines, advertising, appliances, credit, movie theater, aviation, bootlegging, organized crime, tension, deported, labor, evolution, radio, refrigerator

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students write a short children's book with illustrations or poster that detail the events of one reform movement.
- b. In cooperative groups, students are asked to present an important reform that is needed today. This includes a plan of what they think should be done to accomplish it. Students should be able to relate the present reform to one from an earlier era.
- c. Use a graphic organizer to explain the different areas of reform and the accomplishments made.
- d. Write about an example of modern-day technology and whether it has been more good or bad for society. Then, compare that to an early invention from a similar field.
- e. Read a short biography about a famous reformer and argue how much they improved life in the U.S.
- f. Make a scrapbook that highlights contributions made by important artists (e.g. musicians, painters, writers, etc.)
- g. Research a law that was passed to protect people in the past and compare it to ways in which governments/organizations are trying to make people safer during the coronavirus pandemic.
- h. Compare past advertisements to advertising today. They can create their own ads to highlight how advertising strategies changed.
- i. Plan a 1920s road trip to visit important historical sites and write about the adventure in a children's book.
- j. Create a visual to demonstrate the role that racism played in the reform era. What is a group of Americans that were targeted? Why? Are they viewed differently today? Why?

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.
- d. Make connections to students' lives. What laws from the Progressive Era still keep them safe today?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)

- f. Use of visuals, eg. map work including labeling U.S. states where important events happened.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
 - b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
 - c. Progressive Era/Technology graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
 - d. Quizlet Live! for preview and review
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2. OVERSEAS EXPANSION and World War I

Key Concepts:

- a. As the American frontier closed, many thought the U.S. needed to continue to grow its influence around the world. This led to territorial expansion and war with Spain.
- b. There were combinations of economic, military, nationalistic and social motivations to continue expansion.
- c. Many Americans disagreed on whether overseas expansion was the right thing to do. For example, some thought it would spread democracy around the world, while others were convinced it would make the U.S. less democratic.
- d. Conflict in Europe in 1914 led America to abandon isolationist policy and enter the war in 1917- changing a great deal about the nature of American society.

Key Terms: (examples- not all have to be examined)

Places: Britain, France, Germany, Austria-Hungary, Japan, Russia, Alaska, Hawaii, Atlantic Ocean, Pacific Ocean, Cuba, Puerto Rico, Philippines, Panama, Mexico, Paris

People: George Washington, Alfred Mahan, Queen Liliuokalani, William McKinley, William Randolph Hearst, Teddy Roosevelt, Woodrow Wilson, Pancho Villa, pacifists, the Black Hand, Archduke Ferdinand, Kaiser Wilhelm, the League of Nations

Events: Washington's Farewell, Influence of Sea Power, Open Door Policy, Explosion of U.S.S. Maine, Spanish-American War, the Panama Canal, Monroe Doctrine, Roosevelt Corollary, World War I, assassination of Archduke Ferdinand, sinking of the Lusitania,

Zimmerman Telegram, Selective Service Act, the Russian Revolution, unrestricted submarine warfare, Wilson's Fourteen Points, Treaty of Versailles,

Vocabulary: imperialism, markets, expansion, isolationism, annexation, sphere of influence, yellow journalism, protectorate, "big stick" diplomacy, dollar diplomacy, moral diplomacy, arms race, assassination, alliance, mobilized, neutral, trench warfare, machine gun, poison gas, technology, war bonds, victory gardens, communism, propaganda, armistice, self-determination, U-boats/submarines, reparations

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students use a graphic organizer to explain the causes and effects of U.S. expansion.
- b. Students create an illustrated 10-event timeline of WW I with an emphasis on the U.S. role.
- c. Students explain the motivations for a specific example of U.S. intervention and compare it to a current event related to U.S. involvement in global affairs. Students reflect on what types of intervention today are appropriate.
- d. Students present an example of technology they think had a major effect on U.S. expansion/WW I.
- e. Students write a short children's book with illustrations or a poster that details an event tied to U.S. imperialism/WW I
- f. In cooperative groups, students are asked to present examples of imperialism that happened in different countries. How are these countries still affected? What responsibility does the U.S. have to these countries today?
- g. Find an example of a statue standing today that honors someone with ties to U.S. imperialism/WW I. Vote to decide whether the statue should be taken down. Everyone must make an argument to support their vote.
- h. Use a graphic organizer to explain the different causes/effects of imperialism/WW I.
- i. Write an advertisement to show technology's impact on imperialism/WW I. How did new technology in the early 1900s make imperialism possible? How does new technology today allow countries to interfere with each other?
- j. Read a short biography about a famous imperialist. Choose a visual artifact to share how they should be remembered.
- k. Make a scrapbook that highlights contributions made by important imperialists/WW I veterans.
- l. Research a law that was passed in countries that were affected by imperialism/WW I.
- m. Pretend you are a historian, give a tour of a country that was affected by U.S. imperialism/WW I. What story should be told?
- n. Find a poem or song about war. How does it relate to imperialism/WW I? If they wrote a song about war today, how would it be different?

- o. Create a visual to demonstrate the role that racism played in imperialism/WW I. What group of people were targeted? Why? Are they viewed differently today? Why?

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.
- d. Make connections to students' lives. Has imperialism/WW I affected the life of you and your family?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- f. Use of visuals, eg. map work including labeling countries where imperialism happened.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
 - b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
 - c. Imperialism graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
 - d. Quizlet Live! for preview and review
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3. GREAT DEPRESSION & NEW DEAL

Key Concepts:

- a. A combination of factors: *overspeculation, overproduction, wealth distribution, private debt, weather and environmentally unsound farming/ mining practices* triggered an economic downturn that became the worst in U.S. history.
- b. The resulting U.S. stock market crash combined with skyrocketing unemployment and bank failures set off a chain reaction that affected the global economy.
- c. The New Deal was the government's three-tiered effort to provide relief for those suffering, while also recovering the economy and passing reform legislation to prevent an economic disaster of this magnitude from happening again.
- d. The New Deal created a permanent increase in the role of government in the economy. However, its failure to bring an end to the Great Depression meant people would continue to debate how much influence the government should have.

Most liberals think that role should increase, while most conservatives believe that role should be decreased. This debate about the role of government continues today.

Key Terms: (examples- not all have to be examined)

Places: United States, Europe, Great Plains, Hooverilles, Washington D.C., California, barrios

People: Herbert Hoover, federal government, John Steinbeck, factory workers, migrant workers, banks, Congress, Dorothea Lange, African-Americans, Mexican-Americans, tenant farmers, the Bonus Army, veterans, Franklin Roosevelt, liberals, Democrats, conservatives, Republicans, labor union, the Supreme Court, Huey Long, Eleanor Roosevelt, Mary McLeod Bethune,

Events: Great Depression, Stock Market Crash, Hawley-Smoot Tariff Act, Reconstruction Finance Corporation, the Dust Bowl, The Grapes of Wrath, attack on Bonus Army, New Deal, Bank Holiday, Federal Deposit Insurance Corporation, Securities Exchange Commission, Federal Emergency Relief Administration Civilian Conservation Corps, Tennessee Valley Authority, fireside chats, Social Security Act, Wagner Act, Roosevelt's Court Packing,

Vocabulary: margin buying, stock, profit, investors, borrow, underlying problems, depression, overproduction, overspeculation, public works, tariffs, charity, laid off, foreclosed, bank failures, taxes, relief, recovery, reform, economy, lynching, sharecropping, bonus, unemployed, pension, civil rights

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students use a graphic organizer to identify New Deal efforts as relief, recovery or reform and explain their effects.
- b. Students interpret political cartoons about the Depression & New Deal and use those as models to create their own.
- c. Students can create a photo book of Depression-era pictures and use it to write a story about the Depression & New Deal. They can choose the extent to which they portray the New Deal as helpful, and practice expressing liberal or conservative views on the topic.
- d. Students can explore current events about economic conditions and write an essay about whether they think a new law or program would be beneficial.
- e. Students write a short children's book with illustrations or a poster that details the effects of the Great Depression and how someone (e.g. FDR/Eleanor Roosevelt,
- f. In cooperative groups, students are asked to present an important economic reform that is needed today. This includes a plan of what they think should be done to accomplish it. Students should be able to relate the present reform to one from an earlier era.

- g. Use a graphic organizer to explain the causes and effects of the Great Depression, as well as what the New Deal did to help solve the problem.
- h. Write about an example of how technology began to eliminate jobs. Create a visual that shows how technology is replacing workers today. Reflect on the impact.
- i. Read a short biography about a famous reformer and what they did to fight poverty and racism in the U.S.
- j. Make a scrapbook that highlights contributions made by important artists (e.g. musicians, painters, writers, etc.)
- k. Research a law that was passed to protect people in the past and compare it to ways in which governments/organizations are trying to make people safer during the coronavirus pandemic.
- l. Create an advertisement for the New Deal. Does the government still offer that kind of help for people? Write a second ad to show how government should help people today.
- m. In a children's book, chronicle how people escaped the conditions of the Great Depression and how the New Deal helped.
- n. Create a visual to demonstrate the role that racism played in the Great Depression/New Deal. What group of people were targeted? Why? Are they viewed differently today? Why?

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.
- d. Make connections to students' lives. What laws from the Progressive Era still keep them safe today?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- f. Use of visuals, eg. map work including labeling U.S. states where important events happened.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Great Depression/New Deal graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

4. WW II

Key Concepts:

- a. After WW I, Americans were largely isolationist and reluctant to become involved in European events.
- b. Once the war began in Europe, the U.S. slowly became more involved in helping the Allies fight the Axis Powers. However, the U.S. did not declare war until the Japanese attacked the U.S. at Pearl Harbor.
- c. Fighting the war transformed American life at home because the government-run war effort ended the Great Depression. Also, the draft and need for so much production gave groups such as women, African-Americans and Latino-Americans new employment opportunities. Other groups, such as Japanese-Americans, saw reductions in their freedom.
- d. The U.S. played a major role in defeating the Axis Powers. By the conclusion of the war the U.S. was the most powerful country in the world.

Key Terms: (examples- not all have to be examined)

Places: Europe, Germany, France, Italy, Soviet Union, Japan, China, Austria, Czechoslovakia, Munich, Poland, Pearl Harbor, internment camps, Atlantic Ocean, North Africa, Normandy, Berlin, Pacific Ocean, Midway Island, Philippines, concentration camps, Okinawa, Hiroshima & Nagasaki,

People: Adolf Hitler, Nazi Party, Jews, Joseph Stalin, communists, Axis Powers, Allied Powers, Franklin Roosevelt, Winston Churchill, Congress, Japanese-Americans, General Eisenhower, women, African-Americans, Latino-Americans, kamikazes, United Nations, Harry Truman

Events: World War I, Treaty of Versailles, Great Depression, Hitler becomes dictator, Japan attacks China, Munich Agreement, Germany annexes Austria & Czechoslovakia, Germany invades Poland, fall of France, Battle of Britain, invasion of Soviet Union, Lend-Lease Act, invasion of North Africa, Battle of Stalingrad, liberation of Italy, D-Day invasion, Battle of Midway, invasion of Philippines, Yalta Conference, the Holocaust, Battle of Iwo Jima, dropping of A-bombs on Japan,

Vocabulary: depression, dictator, master race, minority group, totalitarian, seized power, appeasement, invade, blitzkrieg, neutrality, persuade, submarines/U-boats, undeclared war, resources, restrict, liberation, rationed, draft, genocide, atomic bomb

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students create a 10-event timeline that can be connected to a corresponding WW II map. Key locations are colored and labeled.

- b. Students read a short biography or account of an event during WW II and write an essay that explains its importance.
- c. Students create separate graphic organizers for fighting the war abroad and at home.
- d. Students are provided current events that represent present-day foreign policy threats. Students respond to questions about these articles in cooperative groups; afterward, they present their findings to the class and recommend a strategy and how it compares to WW II.
- e. Students write a short children's book with illustrations or a poster that details an event tied to WW II.
- f. In cooperative groups, share how the Holocaust happened in different countries. Why did some countries do more to protect Jewish people than others?
- g. Read a couple journal entries from Anne Frank's diary. Students write their own journal entries to imagine the conditions faced by victims of the Holocaust.
- h. Compare how Axis Power countries (i.e. Germany, Japan, and Italy) remember what their countries did during World War II. How are their history books different? Why?
- i. Use a graphic organizer to explain the different causes/effects of WW II
- j. Write an advertisement to show technology's impact on WW II. How did new technology change war? How could new technology today change the way wars or fought or cause them?
- k. Read a short biography about a famous WW II veteran. Choose a visual artifact to share how they should be remembered.
- l. Make a scrapbook that highlights contributions made by WW II veterans.
- m. Research a law that was passed in countries that were affected by imperialism/WW I.
- n. Pretend you are a historian, give a tour of a country that was affected by WW II. What story should be told?
- o. Find a poem or song about war. How does it relate to WW II? If they wrote a song about war today, how would it be different?
- p. Create a visual to show how different groups of Americans fought for racial equality (e.g. African-Americans, Mexican-Americans, and Japanese Americans) and how that fight at home influenced the way they experienced the war.
- q. Write a news story to show how race influenced the experience of different Americans during WW II?

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.

- d. Make connections to students' lives. Has imperialism/WW I affected the life of you and your family?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- f. Use of visuals, eg. map work including labeling countries where imperialism happened.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Imperialism graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

5. The Emerging Cold War

Key Concepts:

- a. The entire world became entangled in a fight between democracy/capitalism (led by the U.S.) vs. communism (led by the Soviet Union)
- b. The increasing threat of more powerful weapons, specifically nuclear proliferation, forever changed the risks of going to war
- c. The Cold War's impact around the world had military, economic, political and cultural consequences.
- d. Both sides of the Cold War empowered dictatorships in the developing world in order to build alliances that would weaken their enemy.

Key Terms: (examples- not all have to be examined)

Places: Soviet Union, East/West Germany, Berlin Wall, Poland, Hungary, Greece, Turkey, China, North/South Korea, North/South Vietnam, Cuba, Egypt, Angola, Zaire

People: President Truman, President Eisenhower, President Kennedy, Stalin, Khrushchev, Mao Zedong, Fidel Castro, Che Guevara, Mobutu

Events: Truman Doctrine, Marshall Plan, Korean War, Geneva Accords, Sputnik, U-2 Incident, Bay of Pigs Invasion, Cuban Missile Crisis, Berlin Crisis, Peace Corps

Vocabulary: containment, deterrent, brinkmanship, guerrilla warfare, nuclear war, blockade, bipolar, space race, iron curtain

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students research a country that was affected by the Cold War, possibly a country where they or their family has lived, and use a visual of their choice to present their findings to the class.
- b. Students write a simple news article about the Cold War and present it to the class.
- c. Write a journal as if they were someone affected by fighting that happened during the Cold War and tell their story to the class.
- d. Research a country that is still recovering from the effects of the Cold War. Propose an idea for what the U.S. could do to help improve an aspect of life in that country (e.g. technology, education, economics, politics, etc.)
- e. Students write a short children's book with illustrations or a poster that details an event tied to the Cold War
- f. Write a news story about the space race in the 1950s/60s. Compare it to a story today about space exploration. Today, is it characterized more by competition or collaboration?
- g. In cooperative groups, students are asked to present examples of how the Cold War affected different countries. How are these countries still affected? What responsibility does the U.S. have to these countries today?
- h. Find an example of a statue standing today that honors someone with ties to the Cold War. Vote to decide whether the statue should be taken down. Everyone must make an argument to support their vote.
- i. Use a graphic organizer to explain the different causes/effects of the Cold War.
- j. Write an advertisement to show technology's impact on the Cold War. How did new technology in the early 1900s make imperialism possible? How does new technology today allow countries to interfere with each other?
- k. Read a short biography about a famous Cold War figure. Choose a visual artifact to share how they should be remembered.
- l. Make a scrapbook that highlights contributions made by important Cold War figures.
- m. Research a law that was passed at home to fight the Cold War. Write an article to judge whether the law supports democracy.
- n. Pretend you are a historian, give a tour of a country that was affected by the Cold War. What story should be told?
- o. Find a poem or song about war. How does it relate to the Cold War? If they wrote a song about war today, how would it be different?
- p. Create a visual to demonstrate the role that racism played in the Cold War. What group of people were targeted? Why? Are they viewed differently today? Why?

Day to day work:

- g. Use (and project on board) a daily handout to provide structure for students.

- h. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- i. Think/pair/share to give kids more and safer chances to participate orally.
- j. Make connections to students' lives. Has the Cold War affected the life of you and your family?
- k. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- l. Use of visuals, eg. map work including labeling countries where imperialism happened.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Cold War graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

6. Postwar American Society

Key Concepts:

- a. Americans were overtaken by the fear of Communist spies infiltrating the U.S. and being viewed as unpatriotic or as an outsider in their own country.
- b. An idealized/normalized version of the American family became important to projecting strong anti-communist values.
- c. Television played an outsized role in influencing the economy, culture, the arts, politics, and race, as well as projecting that influence on a global scale
- d. There was a return to an emphasis on new government legislation and projects to fight poverty and build infrastructure that would improve the U.S. economy.

Key Terms: (examples- not all have to be examined)

Places: Washington, D.C. New York City, Hollywood, CA, Wheeling, VA, the Midwest

People: Richard Nixon, Joseph McCarthy, Edward R. Murrow, President Eisenhower, President Kennedy, President Johnson, Jonas Salk, John Glen, Hollywood 10, Lucille Ball, Little Richard, Elvis

Events: Army-McCarthy Hearings, Kennedy-Nixon Debates, Federal Interstate Highway Act, Federal Communications Commission, Polio Vaccine, New Frontier, Peace Corps,

Great Society, War on Poverty, Medicare/Medicaid, Headstart Kindergarten, I Love Lucy, Leave it to Beaver,

Vocabulary: communist, blacklist, television, religion, poverty, orbit, healthcare, diplomacy, regulation, politics, media, infrastructure, vaccine

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students research a country that was affected by the global explosion of American culture, possibly a country where they or their family has lived, and use a visual of their choice to present their findings to the class.
- b. Students write a simple news article about a “new television show” and present it to the class.
- c. Write a journal as if they were someone that grew up watching TV in the 1950s-60s.
- d. Research a country that is still influenced by American culture. What aspect of American culture had the largest influence? Is it positive or negative? Why?
- e. Students write a short children’s book with illustrations or a poster that details a culture achievement in the arts.
- f. Write a science fiction comic book about space exploration. Compare it to a story today about space exploration.
- g. In cooperative groups, students are asked to present examples of postwar culture. To what extent did these examples unify or divide people?
- h. Find an example of a statue, building, or street named after something that became famous during the postwar years. Vote to decide whether the statue should be taken down. Everyone must make an argument to support their vote.
- i. Use a graphic organizer to explain how life changed in America during the postwar years.
- j. Write an advertisement to explain how new technology changed life. Did new technology in the 1950s/60s improve life? How does it compare to new technology today?
- k. Read a short biography about a postwar figure. Choose a visual artifact to share how they should be remembered.
- l. Make a scrapbook that highlights contributions made by important postwar scientist or cultural figure
- m. Research a new law that was passed during the postwar period. Write an article to judge whether the law supports democracy.
- n. Pretend you are a historian and give a road trip/tour of 1950s America? What changed since in the 1920s?

- o. Find a poem or song about postwar life. How does it relate to American life today? How would a song about American life today differ?
- p. Create a visual to demonstrate the role that racism played in postwar America. What group of people were targeted? Why? Are they viewed differently today? Why?

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.
- d. Make connections to students' lives. How did some of the norms established during the postwar years affect the life of you and your family?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- f. Use of visuals, eg. map work including labeling countries where important events hapened in the U.S.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Postwar American Life graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

7. Civil Rights Movement

Key Concepts:

- a. Systemic discrimination tied to race, sex, sexual orientation, religion, national origin, etc. influenced a great deal of the American economic, political, and cultural landscape.

- b. Different groups of Americans (e.g. African-Americans, Latino-Americans, LGBT, etc.) formed organizations to protest the discrimination through a variety of methods. The most successful methods of protest emphasized nonviolence and the use of established democratic institutions (e.g. press, courts, petition, ballot, etc.)
- c. In response, to the above protests a combination of local, state, and federal government institutions began passing and enforcing new laws to protect Americans from discrimination.
- d. Despite sweeping changes over a relatively short period of time, many areas of discrimination continue to persist in areas such as the criminal justice system, housing, education, and employment.

Key Terms: (examples- not all have to be examined)

Places: Money, MS (Tallahatchie River); Montgomery, AL; Selma, AL; Greensboro, NC; Washington, DC; Watts, Los Angeles; Detroit, MI; and Newark NJ

People: Jackie Robinson, Muhammad Ali, Emmett Till, NAACP, Thurgood Marshall, Rosa Parks, JoAnn Robinson, Anne Moody, SCLC, Martin Luther King, CORE, James Farmer, Elizabeth Eckford, SNCC, John Lewis, Stokely Carmichael, National of Islam, Malcolm X, Black Panthers, Huey Newton, UFW, Cesar Chaves, Dolores Huerta, Ku Klux Klan, White Citizens Council

Events: Brown v. Board, Murder of Emmet Till, Montgomery Bus Boycott, Little Rock 9, Sit-in Movement, Freedom Rides, March on Washington, Civil Rights Acts 1964 and 1968, Voting Rights Act - 1965, Freedom Summer, Selma March, assassination of Malcolm X and MLK

Vocabulary: discrimination, racism, militancy, de jure vs. de facto discrimination, quotas, affirmative action, lynching, desegregation, nonviolence, riots, assassination, civil disobedience

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students research a country that influenced or was affected by the Civil Rights Movement, possibly a country where they or their family has lived, and use a visual of their choice to present their findings to the class.
- b. Students write a 1950s/60s television show that addresses racism, discrimination, and includes groups of Americans whose perspectives were often underrepresented.
- c. Write a journal that shows how race was often addressed (and not addressed) by typical television/news programs

- d. Research a country to show how people outside the U.S. viewed the Civil Rights Movement.
- e. Students write a short children's book with illustrations or a poster that details achievements by someone that belongs to a group with a history of being discriminated against.
- f. Write a book about scientific and technological achievement that addresses the contributions of discriminated groups in the U.S. (e.g. Katherine Johnson in Hidden Figures). Compare it to a story today about how Americans from minority communities rise to prominence (e.g. Sonia Sotomayor on Supreme Court)
- g. In cooperative groups, students are asked to present examples of how the Civil Rights Movement changed American culture. To what extent did these changes unify or divide people?
- h. Find an example of a statue, building, or street named after something that is tied to a legacy of slavery, racism, and/or discrimination. Vote to decide whether the statue should be taken down. Everyone must make an argument to support their vote.
- i. Use a graphic organizer to explain how life changed in America during the Civil Rights Movement.
- j. Create an advertisement that promotes diversity. Compare this to how earlier advertising overlooked diversity.
- k. Read a short biography about a Civil Rights figure. Choose a visual artifact to share how they should be remembered.
- l. Make a scrapbook that highlights contributions made by an important person from the Civil Rights Movement.
- m. Research a new law that was passed during the Civil Rights Movement. How does that law continue to protect people today? Are there people today that are not protected enough by these laws.
- n. Pretend you are a historian and give a road trip of American during the Civil Rights Era. What are the most important places to visit? What does it teach us about racism and discrimination? How would you expect a trip today to be different?
- o. Find a poem or song about the Civil Rights Movement. How does it relate to American life today? How would a song about American life today differ?
- p. Create a visual to compare a lynching from the Civil Rights Era to more recent killings that have led to world-wide protests (e.g. George Floyd, Breonna Taylor, etc.)

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.

- d. Make connections to students' lives. How did some of the norms established during the postwar years affect the life of you and your family?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- f. Use of visuals, eg. map work including labeling countries and where important events happened in the U.S.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Civil Rights graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

8. Vietnam Era and Watergate

Key Concepts:

- a. American leaders did not seek out a large war in southeast Asia. Instead the U.S. inadvertently escalated a small Cold War military conflict through deterrence that used covert military action and aid to local leaders (e.g. French, South Vietnam, etc.) Therefore, the Vietnam War was largely accidental because the U.S. did not understand the people they were fighting (e.g. politics, religion, culture, history, etc.).
- b. American leaders and media projected a false sense of clarity and purpose while escalating the Vietnam conflict. Therefore, the American people were misled about the nature of the war (e.g. threat posed by Vietnam, economic and human costs, etc.)
- c. The strain on American resources led to a large-scale protest movement, which intersected with the Civil Rights Movement, emphasizing how the war was contrary to American democratic values. It contended that the sacrifices associated with fighting the war fell disproportionately on poor urban and rural communities, particularly those with larger minority populations.
- d. The Vietnam War was America's longest military engagement. As a result, Vietnam and surrounding southeast Asian countries were destabilized and ravaged by communist revolutions, including the Cambodian genocide. This made many Americans lose confidence in their role as a post-WW II power; as a result, many nations around the world lost faith in American leadership. To this day, the Vietnam legacy leads many Americans to see American military involvement overseas as inherently flawed unless there is clear evidence of an immediate threat. This has allowed adversaries (e.g. China, Russia, Iran, North Korea, etc.) to fill significant military, economic, and political power vacuums around the world.

- e. The Watergate Scandal was fueled by Nixon's fear that his enemies, especially those that participated in and/or supported the Vietnam protest movement, would threaten his power. He broke laws by using his power as president to order people in the White House to commit crimes intended to silence his political enemies. The break-in at the Watergate hotel complex to steal campaign secrets from the opposing political party, the DNC, before the convention was the first of these illegal acts to get tied back to Nixon's White House. Nixon avoided impeachment by resigning while being investigated.
- f. The cataclysmic failures of Vietnam and the Watergate scandal, combined with the limitations of Civil Rights progress, laid the groundwork for stark political, economic, and cultural divides that would gradually tear America apart over the next 50 years.

Key Terms: (examples- not all have to be examined)

Places: Dien Bien Phu, North/South Vietnam, Laos, Cambodia, China, Saigon, Hanoi, 17th Parallel, Ho Chi Minh Trail, Washington, DC, France

People: Viet Minh, Ho Chi Minh, Ngo Dinh Diem, Viet Cong, Buddhist monks, Martin Luther King, Muhammad Ali, President Kennedy, President Johnson, Robert McNamara, President Nixon, SDS (Student for Democratic Society), Bob Dylan, Hippies, Henry Kissinger, Mao Zedong, Khrushchev, Brezhnev, Daniel Ellsberg, NY Times, Washington Post, Woodward and Bernstein, Gordon Liddy, John Ehrlichman, H.R. Haldeman

Events: French Indochina War, Geneva Accords, Buddhist Crisis, assassination of Diem, Vietnam War, Gulf of Tonkin Incident, Operation Rolling Thunder, My Lai Massacre, Kent and Jackson State, Pentagon Papers, Port Huron Statement, Woodstock, Watergate Break-in

Vocabulary: partition, domino theory, deterrence, guerrilla warfare, draft, hawks vs. doves, limited war, free-fire zone, search-and-destroy, impeachment, resign, hearts and minds, protest, free speech

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students research a country that influenced or was affected by the Vietnam War, possibly a country where they or their family has lived, and use a visual of their choice to present their findings to the class.
- b. Students write a 1960s-70s television show that addresses the Vietnam War and/or Watergate
- c. Write a journal that shows how the Vietnam War and/or Watergate were addressed (and not addressed) by typical television/news programs

- d. Research a country to show how people outside the U.S. viewed the Vietnam War and Watergate.
- e. Students write a short children's book with illustrations or a poster that details the legacy of the Vietnam War and/or Watergate Scandal
- f. Write a book about how the war discriminated against groups in the U.S. (e.g. Muhammad Ali, Jimi Hendrix, etc.). Compare it to a story today about how American voices from minority communities continue to make powerful statements.
- g. In cooperative groups, students are asked to present examples of how the Vietnam War changed American culture. To what extent did these changes unify or divide people?
- h. Find an example of a statue, building, or street named after something that is tied to the Vietnam War and/or Watergate Scandal. Vote to decide whether the statue should be taken down. Everyone must make an argument to support their vote.
- i. Use a graphic organizer to explain how life changed in America during the Vietnam War and/or Watergate Scandal.
- j. Read a short biography about a figure from the Vietnam War and/or Watergate Scandal. Choose a visual artifact to share how they should be remembered.
- k. Make a scrapbook that highlights contributions made by an important person from the Vietnam War and/or Watergate Scandal.
- l. Research a new law that was passed during the Vietnam War and/or Watergate Scandal. How does that law continue to protect people today? Are there people today that are not protected enough by these laws?
- m. Pretend you are a historian and give a road trip of America during the Vietnam War and/or Watergate Scandal. What are the most important places to visit? What does it teach us about racism and discrimination? How would you expect a trip today to be different?
- n. Find a poem or song about the Vietnam War and/or Watergate Scandal. How does it relate to American life today? How would a song about American life today differ?
- o. Create a visual to compare war crimes during the Vietnam War to more recent wars in Afghanistan, Iraq and Syria.

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)
- c. Think/pair/share to give kids more and safer chances to participate orally.
- d. Make connections to students' lives. How did some of the norms established during the postwar years affect the life of you and your family?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)

- f. Use of visuals, eg. map work including labeling countries and where important events happened in the U.S.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Vietnam War graphic organizer is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

9. Contemporary America: 1980s - Present

Key Concepts:

- a. Reagan's presidency helped restore American confidence and morale following the disasters of Vietnam, Watergate, and prolonged economic decline. These policies favored a more conservative government response that focused on weakening some of the social assistance programs established during the Great Society in the 1960s. Reagan also found success by increasing U.S. military spending aid, which restored America's willingness to reassert itself in global affairs. This is often seen as precipitating the fall of the Berlin Wall and end of the Cold War.
- b. George H.W. Bush and Clinton Administrations presided over a period of American foreign policy where there was no definitive enemy, emphasizing the importance of global cooperation with the former Soviet Union, and other adversaries (e.g. China) to promote strong global democratic/capitalist institutions such as the United Nations, NAFTA/WTO, etc.
- c. The attack on 9/11 triggered a foreign policy response that led the George W. Bush and Obama administrations to invest heavily in confronting a new enemy for the first time since the end of the Cold War, terrorism mostly associated with radical Islamic fundamentalism. This led to wars in Afghanistan and Iraq, while also destabilizing other countries and alliances in the region (e.g. Arab Spring). These wars were controversial for many reasons and led many Americans to loudly question and protest the sacrifices of war for the first time since the Vietnam Era. Although the Trump administration has supported increases in military spending, its actions favor a more isolationist approach to foreign policy that moves away from historic alliances (e.g. NATO).
- d. Although the last forty years have demonstrated tremendous improvements in equality and opportunity, different groups of Americans still face varying degrees of economic, political, and social discrimination (e.g. African-Americans, Latino-Americans, LGBT, women, immigrants, etc.) Much of these continued challenges in the criminal justice system, schools, housing, and employment are not easily addressed by new legislation and have highlighted the limitations of what government can do to intervene. These forms of discrimination can often be more

- covert and subtle, however, at the same time, there have been examples of bold language that has been antagonistic to basic democratic principles, such as equality and diversity (e.g. anti-LGBT response to AIDS crisis, War on Drugs, Immigration Restrictions, Charlottesville March, etc.) This has led to cycles of protest that give a voice to these concerns (e.g. AIDS quilt, Rodney King/LA Riots, George Floyd, etc.)
- e. Computer information systems combined with the advent of the Internet, smartphones, social media, and apps has revolutionized media, politics, business, education, and virtually every other area of life. While expanding access to information, creating opportunity and connecting people, these advances have also sown mistrust in all institutions and facilitated increasing economic, educational, political, geographic, and social divisions between Americans.

Key Terms: (examples- not all have to be examined)

Places: China, Afghanistan, Lebanon, Iran, Iraq, Syria, Egypt, Israel, Soviet Union/Russia, Reykjavik, Iceland, Berlin Wall, former Soviet Republics (e.g. Ukraine, Lithuania, etc.), Somalia, Rwanda, Libya, former Yugoslavia (e.g. Serbia, Bosnia, Croatia), Pakistan, Saudi Arabia, Mexico, Minneapolis, MN, Portland, OR

People: President Reagan, President H.W. Bush, President Clinton, President W. Bush, President Obama, President Trump, Ryan White, Rodney King, Magic Johnson, PLO (Palestinians) - Arafat, Mubarak, Saddam Hussein, Ayatollah Khomeini, al Qaeda - Osama bin Laden, ISIS- Baghdadi, Xi - China, Putin - Russia, Kim Jong-Un (North Korea), Taliban, Dreamers, Colin Kapernick, George Floyd, Black Lives Matter, Antifa

Events: AIDS epidemic, invasion of Afghanistan, Iranian Hostage Crisis, Iran-Iraq War, attack on American Marine barracks in Lebanon, Fall of Berlin Wall, START Treaty, Somalia - Battle of Mogadishu, Rwandan Genocide, Bosnian Genocide, 9/11, War on TerrorPatriot Act, War in Afghanistan, War in Iraq, Arab Spring, Americans with Disabilities Act, Supreme Court: Same-Sex Marriage, Don't Ask Don't Tell vs. LGBT in Military, Immigration - DACA legislation, U.S.-Mexico Wall, War on Drugs, Rodney King/LA Riots, Murder of George Floyd, Coronavirus, Black Lives Matter Protests

Vocabulary: Axis of Evil, pandemic, terrorism, free trade, genocide, Shia vs Sunni Islam, radical Islamic fundamentalism, sexual orientation/transgender, defunding the police, same-sex marriage, surveillance, Internet, social media, triggered, anti-racism, white supremacy, war games, nuclear proliferation, liberal, conservative, riots, protests, excessive force, criminal justice system, body cameras, drone strikes

Activities—Students are required to utilize a minimum number of key terms when completing the tasks provided.

- a. Students research a country that influenced or was affected by terrorism or an expansion of civil rights, possibly a country where they or their family has lived, and use a visual of their choice to present their findings to the class.

- b. Students write a 1950s/60s television show that addresses terrorism, racism, and/or discrimination, and includes groups of Americans whose perspectives were often underrepresented.
- c. Write a journal that shows how terrorism and/or race was often addressed (and not addressed) by typical television/news programs
- d. Research a country to show how people outside the U.S. viewed the War on Terror.
- e. Students write a short children's book with illustrations or a poster that details achievements by someone that belongs to a group with a history of being discriminated against.
- f. Write a book about scientific and technological achievement.
- g. In cooperative groups, students are asked to present examples of how the War on Terror changed American culture. To what extent did these changes unify or divide people?
- h. Find an example of a statue, building, or street named after something that is tied to a legacy of slavery, racism, and/or discrimination. Vote to decide whether the statue should be taken down. Everyone must make an argument to support their vote.
- i. Use a graphic organizer to explain how life changed in America after the Cold War or during the War on Terror.
- j. Create an advertisement that promotes diversity. Compare this to how earlier advertising overlooked diversity.
- k. Read a short biography about someone tied to the War on Terror, technological innovation, or civil rights efforts. Choose a visual artifact to share how they should be remembered.
- l. Make a scrapbook that highlights contributions made by an important person fighting for human rights, civil rights and/or the War on Terror.
- m. Research a new law that was passed to promote human rights, civil rights, or fight the War on Terror. How does that law continue to protect people today? Are there people today that are not protected enough by these laws?
- n. Pretend you are a historian and give a road trip of American to discuss important civil rights-related events. What are the most important places to visit? What does it teach us about racism and discrimination? How would you expect this trip to be different in the future.
- o. Find a poem or song about civil rights, terrorism, and/or the impact of technology. How does it relate to American life today? How would a song about American life today differ?
- p. Create a visual to discuss recent killings that have led to world-wide protests (e.g. George Floyd, Breonna Taylor, etc.) Incorporate an explanation of how social media has been used to organize these protests. Explain what changes/laws may result from these efforts.

Day to day work:

- a. Use (and project on board) a daily handout to provide structure for students.
- b. Have students come to the board to fill in blanks, brainstorm answers, write in answers on daily handout. (Since they can do it first at their desk, they can participate and contribute in a low stakes way.)

- c. Think/pair/share to give kids more and safer chances to participate orally.
- d. Make connections to students' lives. How did some of the norms established during the postwar years affect the life of you and your family?
- e. Provide translated materials (eg. *Una Nacion Mucho Pueblos* and Brain POP! videos in Spanish)
- f. Use of visuals, eg. map work including labeling countries and where important events happened in the U.S.

Vocabulary work:

- a. Create a word wall (word, definition, translation, picture)
- b. Vocabulary memory game (one card has word and one has either picture or definition... students have to get matches)
- c. Make a War on Terror, human/civil rights, and or technology graphic organizer that is partially filled in with facts about the time period. Students have cards with missing information and have to walk around and gather the information. It requires reading, writing, listening, and speaking in a low stakes environment and results in a study sheet.
- d. Quizlet Live! for preview and review

Summit Public Schools

Summit, New Jersey

Curricular Addendum Continued

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Close Reading of works of art, music lyrics, videos, and advertisements ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes <p>Technology Integration</p> <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> ● Listen to audiobooks through variety of formats, or podcasts, view films/videos if available. ● Use document camera or projector for shared reading of texts. <p><u>Other:</u></p> <ul style="list-style-type: none"> ● Use Googledocss, Microsoft Word etc. , Inspiration, or SmartBoard Notebook software to write the words from their word sorts. ● Use available technology to create concept maps of unit learning.
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Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading