Course Title: United States History II College Prep

Subject: Social Studies

Grade Level: 11

Duration: Full Year

Prerequisite: United States History I

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
United States History II resumes the study of American history, beginning with the emergence of modern America at the turn of the 20th century and continuing through to present day. Students will examine the political, social, and economic trends of this period, using higher level thinking skills to evaluate and analyze these developments. Research will be conducted using primary sources, multimedia, and current print and Internet information.

Author: Jackie Cerone
Date Submitted: Summer 2018
United States History II CP

Topic/Unit 1: Modern America Emerges
Chapter 14 – Progressivism
Chapter 15 – U.S. Imperialism
Chapter 16 – World War I

Approximate # Of Weeks: 8

Essential Questions:
1. Was the Progressive movement successful?
2. Did American imperialism have a positive or negative effect on the world and the United States?
3. What was the most significant impact of World War I?

Upon completion of this unit students will be able to:
● Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. (6.1.12.A.6.a)
● Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. (6.1.12.A.6.b)
● Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local government policies. (6.1.12.A.6.c)
● Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. (C.1.12.B.6.a)
● Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. (C.1.12.C.6.a)
● Determine how supply and demand influenced price and output during the Industrial Revolution. (6.1.12.C.6.b)
● Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States. (6.1.12.D.6.a)
● Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power. (6.1.12.D.6.b)
● Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. (6.1.12.D.6.c)
● Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. (6.1.12.A.7.a)
● Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights. (6.1.12.A.7.b)
● Analyze the Treaty of Versailles and the League of Nations from the perspective of different countries. (6.1.12.A.7.c)
● Explain how global competition by nations for land and resources led to increased militarism. (6.1.12.B.7.a)
● Determine how technological advancements affected the nature of World War I on land, on water, and in the air. (6.1.12.C.7.a)
● Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. (6.1.12.C.7.b)
● Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I. (6.1.12.D.7.a)
● Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. (6.1.12.D.7.b)
● Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. (6.1.12.D.7.c)

Common Core Standards:
● CCSS.ELA-Literacy.RH.11-12.1-10
● CCSS.ELA-Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 – 21st Century Life & Career Skills
● Standard 8.1 – Computer and Information Literacy
● Standard 8.2 – Technology Education
● Standard 6.3 – Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
● Read, take notes, answer related questions and complete guided readings.
● Complete online document-based investigations.
● Google Expeditions Field Trips: Women’s Suffrage in the United States; America’s National Parks; World War I
● Read examples of primary sources by “muckraking” journalists and explain their impact on the American public.
● Complete a chart identifying leading progressives and the reforms they worked to achieve.
● Research arguments for and against women’s suffrage and participate in a class debate on the topic. (https://edsitement.neh.gov/lesson-plan/voting-rights-women-pro-and-anti-suffrage)
● Create a chart comparing and contrasting the principles of Theodore Roosevelt’s Square Deal and Woodrow Wilson’s New Freedom.
Read primary sources to identify arguments for and against imperialism. Compose an essay that supports one side of the debate.

Examine articles that illustrate the concept of “yellow journalism.” Find contemporary examples of journalism that contain similar qualities. (https://www.pbs.org/crucible/frames/_journalism.html)

Analyze political cartoons from the Spanish-American War. (https://www.pbs.org/crucible/cartoons.html)

Complete maps relating to U.S. imperialism in the Pacific and Caribbean.

Write a letter to President Wilson in response to the outbreak of war in Europe and propose a course of action for the United States.

Complete a color-coded map that shows the major alliance systems in Europe at the outbreak of World War I.

Read and analyze President Wilson’s Request for a Declaration of War (1917). (http://www.americanyawp.com/reader/21-world-war-i/woodrow-wilson-requests-war-april-2-1917/)

Make a propaganda poster for or against American entry into the war.

Use a code breaker to decipher a message regarding World War I.

Participate in “arms auction” to evaluate strengths and weaknesses of weapons used in World War I.

Review the case of Schenck v. United States and write a letter to the Supreme Court, explaining why you agree or disagree with their decision. (https://herstoryking.files.wordpress.com/2012/06/schenck.pdf)

Create a chart detailing the changes that World War I brought for African Americans, women, and immigrants.

Review the main features of Wilson’s Fourteen Points. Examine the Treaty of Versailles and identify which of the Fourteen Points made it into the final Treaty. (http://avalon.law.yale.edu/20th_century/wilson14.asp)

Complete maps of pre- and post-war political borders.

**Enrichment Activities:**

- Create a poster to recruit members for the temperance movement and to promote prohibition
- Have students research different types of city governments and develop their own. Students should prepare an oral presentation to share plans with the class and be prepared to defend their model.
- Research the work of Frank Lloyd Wright and compose an essay highlighting how he changed American architectural styles and explaining how his work reflected the Progressive spirit.
- Choose three Latin American countries and write an essay about the intentions and effects of American intervention in those nations in the 20th century.

**Methods of Assessments/Evaluation:**

- Chapter/Unit Tests
- Essays
- Quiz Games
• Homework
• Classwork
• Open Ended Questions
• Revisit Essential Questions
• Projects and presentations

Resources/Including Online Resources
• Online Textbook and Resources
• Teacher Webpage
• Political Cartoons
• Photographs
• Maps
• Guided Reading worksheets
• Primary Sources
• *Multimedia Connections*: Dear Home: Letters from World War I
• Spanish-American War Cartoon Gallery ([https://www.pbs.org/crucible/cartoons.html](https://www.pbs.org/crucible/cartoons.html))

**Topic/Unit 2: The Twenties and the Great Depression**

**Chapter 17 - The Roaring Twenties**
**Chapter 18 - The Great Depression**
**Chapter 19 - The New Deal**

**Approximate # Of Weeks: 8**

**Essential Questions:**
1. Why did political, economic, and social tensions characterize the 1920s?
2. Could the Great Depression have been avoided?
3. What should be the role of the government of the United States during economic crises?

**Upon completion of this unit students will be able to:**

- Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer. (6.1.12.A.8.a)
- Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. (6.1.12.A.8.c)
• Analyze the push-pull factors that led to the Great Migration. (6.1.12.C.8.a)
• Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. (6.1.12.C.8.b)
• Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. (6.1.12.D.8.a)
• Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. (6.1.12.D.8.b)
• Explain how the actions and policies of the United States government contributed to the Great Depression. (6.1.12.A.9.a)
• Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. (6.1.12.B.9.a)
• Explain the interdependence of various parts of a market economy. (6.1.12.C.9.c)
• Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability. (6.1.12.C.9.d)
• Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. (6.1.12.D.9.a)
• Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. (6.1.12.D.9.b)
• Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal. (6.1.12.A.10.a)
• Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals. (6.1.12.A.10.b)
• Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. (6.1.12.A.10.c)
• Assess the effectiveness of New Deal programs designed to protect the environment. (6.1.12.B.10.a)
• Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. (6.1.12.C.10.a)
• Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today. (6.1.12.C.10.b)
• Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. (6.1.12.D.10.b)
• Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal. (6.1.12.D.10.c)
• Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation. (6.1.12.D.10.d)

Common Core Standards:
• CCSS.ELA-Literacy.RH.11-12.1-10
Interdisciplinary Standards (njcccs.org)
- Standard 9.1 – 21st Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 – Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Read, take notes, answer related questions and complete guided readings.
- Complete online document-based investigations.
- Google Expeditions Field Trips: The Great Depression
- Analyze political cartoons regarding the fear of communism and socialism.
- Research the case of Sacco and Vanzetti and write a newspaper editorial responding to the court’s decision. (http://teachinghistory.org/history-content/website-reviews/22598)
- Analyze political cartoons published in the wake of the Sacco and Vanzetti decision. (https://archive.lib.msu.edu/DMC/AmRad/sacoovanzetticartoons.pdf)
- Take a virtual tour of Ellis Island and write a journal entry from the perspective of a recent immigrant. (http://teacher.scholastic.com/activities/immigration/tour/)
- Make a chart comparing the three major labor strikes of the 1920s (Boston Police Strike, Steel Mill Strike, and Coal Miners' Strike).
- Research advertisements of the 1920s and analyze what made them successful. Write a brief essay comparing advertising techniques of the 1920s to today. (https://repository.duke.edu/dc/adaccess)
- Watch clips of the PBS Documentary Prohibition to identify arguments for/against Prohibition, as well as the challenges present in enforcing the law.
- Read literary selections from the Harlem Renaissance and the Lost Generation, identifying common themes within each category.
- Take a virtual tour of Harlem in the 1920s. (http://artsedge.kennedy-center.org/interactives/harlem/place.html)
- Listen to examples of Jazz Age music, including Louis Armstrong, Duke Ellington, Bessie Smith, Cab Calloway, etc.
- Complete a “cause and effect” chart detailing the causes of the Great Depression.
- Listen to “Brother, Can You Spare a Dime?” and discuss the meaning and significance of the lyrics.
- Examine photos of the Great Depression and write a journal entry from the perspective of one of the subjects. (http://www.loc.gov/teachers/classroommaterials/themes/great-depression/exhibitions.html)
- Read excerpts from The Grapes of Wrath and identify the challenges faced by those fleeing the Dust Bowl in the 1930s.
- Write a letter to President Hoover in 1932 explaining your concern over economic issues and encouraging him to take action.
Create a chart listing the actions that Hoover took to combat the Depression, as well as the purpose of each action.


Listen to a recording of and evaluate FDR's first “fireside chat.” Write a letter to the president reacting to his speech. (https://edsitement.neh.gov/lesson-plan/fdrs-fireside-chats-power-words)

Watch and take notes on PBS Documentary: *Surviving the Dust Bowl*.

Research New Deal programs and create a chart detailing their purpose and whether or not they succeeded. Choose one program and write a paragraph explaining why you think it was the most or least successful of the New Deal programs implemented by FDR. (https://livingnewdeal.org/what-was-the-new-deal/programs/)

Research opponents of the New Deal (Huey Long, Father Charles Coughlin, Dr. Francis Townsend) and write an essay evaluating their arguments. (https://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_NewDeal.pdf)

Create a chart detailing how the New Deal affected groups such as African Americans, women, Native Americans, Mexican Americans, unionized workers, and urban Americans.

Listen to examples of radio programs like *The Shadow* and analyze the role of mass media during the Depression.

Debate the effectiveness of the New Deal in resolving the Great Depression. (https://sheg.stanford.edu/history-lessons/new-deal-sac)

Enrichment Activities:

- Research car companies that thrived during the 1920s, but have since gone out of business (Pierce-Arrow, Packard, Hudson, etc.). Put together a multimedia profile of the company that includes a picture of the car and information on why the company was not successful in the long run.

- Research the role of the First Lady and write a report or create a visual presentation comparing and contrasting the styles and impacts of first ladies. Possible subjects may include Martha Washington, Mary Todd Lincoln, Edith Wilson, Eleanor Roosevelt, Jacqueline Kennedy, Lady Bird Johnson, etc.

- Research New Deal agencies that still exist today and create a presentation that details its original responsibility, its accomplishments, and what it does today.

- Read *Let Us Now Praise Famous Men* and write a brief reaction essay. Select a favorite passage or photograph and share it with the class.

Methods of Assessments/Evaluation:

- Chapter/Unit Tests
- Essay
- Quiz Games
- Homework
- Classwork
Resources/Including Online Resources

- Online Textbook and Resources
- Teacher Webpage
- Political Cartoons
- Primary Sources
- Documentary: *Surviving the Dust Bowl*
- Documentary: *Prohibition*
- Multimedia Connections: Henry Ford
- Sacco and Vanzetti political cartoons ([https://archive.lib.msu.edu/DMC/AmRad/sacoovanzetticartoons.pdf](https://archive.lib.msu.edu/DMC/AmRad/sacoovanzetticartoons.pdf))
- Ad*Access - examples of 1920s advertisements ([https://repository.duke.edu/dc/adaccess](https://repository.duke.edu/dc/adaccess))
- Great Depression Photo Exhibitions at the Library of Congress ([http://www.loc.gov/teachers/classroommaterials/themes/great-depression/exhibitions.html](http://www.loc.gov/teachers/classroommaterials/themes/great-depression/exhibitions.html))
- Causes of the Great Depression lesson plan ([https://www.uwp.edu/learn/departments/economics/upload/focus_ushistory_less on30.pdf](https://www.uwp.edu/learn/departments/economics/upload/focus_ushistory_less on30.pdf))
- New Deal Critics lesson plan ([https://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_NewDeal.pdf](https://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_NewDeal.pdf))

**Topic/Unit 3: World War II and its Aftermath**

**Chapter 20 - World War II**

**Chapter 21 - The Cold War**

**Chapter 22 - The Postwar Boom**

**Approximate # Of Weeks: 8**

**Essential Questions:**

1. Why did the Allies win World War II?
2. Did anyone win the Cold War?
3. Were the 1950s a time of prosperity for all Americans?

**Upon completion of this unit students will be able to:**
● Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s. (6.1.12.A.11.a)
● Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. (6.1.12.A.11.b)
● Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. (6.1.12.A.11.c)
● Analyze the decision to use the atomic bomb and the consequences of doing so. (6.1.12.A.11.d)
● Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. (6.1.12.A.11.e)
● Explain the role that geography played in the development of military strategies and weaponry in World War II. (6.1.12.B.11.a)
● Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production. (6.1.12.C.11.a)
● Relate new wartime inventions to scientific and technological advancements in the civilian world. (6.1.12.C.11.b)
● Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II. (6.1.12.D.11.a)
● Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (6.1.12.D.11.c)
● Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (6.1.12.D.11.d)
● Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. (6.1.12.D.11.e)
● Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. (6.1.12.A.12.a)
● Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. (6.1.12.B.12.a)
● Analyze how scientific advancements impacted the national and global economies and daily life. (6.1.12.C.12.c)
● Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. (6.1.12.D.12.a)
● Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. (6.1.12.D.12.b)
● Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. (6.1.12.D.12.c)
Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. (6.1.12.B.13.a)

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

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

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

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

Common Core Standards:
- CCSS.ELA-Literacy.RH.11-12.1-10
- CCSS.ELA-Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 – 21st Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 – Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Read, take notes, answer related questions and complete guided readings.
- Complete online document-based investigations.
- Google Expeditions Field Trips: World War II; The Space Race
- Review the Treaty of Versailles and explain how many nations were still bitter over the conclusion of World War I. (https://www.thoughtco.com/the-treaty-of-versailles-an-overview-1221958)
- Research Germany’s blitzkrieg strategy and examine physical maps of Central Europe. Discuss why this tactic worked so well in Central Europe and speculate on their effectiveness in other areas.
- Create a timeline detailing America’s responses to events in Europe. (https://edsitement.neh.gov/lesson-plan/us-neutrality-and-war-europe-1939-1940)
- Read and analyze Winston Churchill’s 1940 letter to President Roosevelt.
- Create a map of German expansion at the beginning of World War II.
- Complete a multimedia timeline of the Holocaust, detailing the sequence of events perpetrated by the Nazis and annotated with photographs, captions, maps, quotes, etc.
- Research how sonar and radar work and create a poster or presentation explaining the role this technology played in World War II.
- Compare and contrast propaganda posters from various nations at war. What elements do these posters have in common? How are they different? What do
you think makes one poster more successful than another? (https://herb.ashp.cuny.edu/items/show/1826)

- Analyze the political cartoons of Dr. Seuss during World War II. (https://library.ucsd.edu/speccoll/dswenttowar/)
- Complete maps of Europe and the Pacific during World War II.
- Research a war hero or military unit (Eisenhower, Marshall, Bradley, Patton, Tuskegee Airmen, Navajo Code Talkers, Red Ball Express drivers etc.) and prepare a multimedia presentation featuring their background, war experience, and how they affected the outcome of the war.
- Create an annotated timeline beginning with D-Day and ending with V-E Day, highlighting major battles and events of the American campaign in Europe.
- Read primary sources and write a journal entry from the perspective of one of the soldiers liberating the Nazi death camps. (http://www.holocaust-trc.org/the-holocaust-education-program-resource-guide/oh-no-it-cant-be/)
- Evaluate accounts of the atomic bomb from various sources and have a classroom discussion about how this event should be remembered. (https://sheg.stanford.edu/history-lessons/atomic-bomb)
- Examine the case of Korematsu v. United States and evaluate the Supreme Court’s decision. Compare this case to contemporary cases regarding the War on Terror. (http://landmarkcases.org/en/landmark/cases/korematsu_v_united_states)
- Read excerpts from Farewell to Manzanar and Snow Falling on Cedars to illustrate the experience of Japanese Americans during and after the war.
- Create a chart comparing the post-war aims of the United States and the Soviet Union. Discuss why it was so difficult for these two nations to agree on a post-war vision.
- Read excerpts from George Kennan’s Long Telegram and evaluate the policy of containment.
- Read General Douglas MacArthur’s Frustration in Korea (1947) and identify what problems he saw in the region. What solutions did he propose?
- Create an annotated timeline of events in Cuba, starting with the 1959 revolution and ending in 1973, when Castro cut down on exit permits.
- Research the Bay of Pigs invasion and conduct a simulation activity in which students advise the president on a course of action. (http://www.umbc.edu/che/tahlessons/pdf/A_Presidential_Decision_-_The_Bay_of_Pigs(PrinterFriendly).pdf)
- Analyze maps and photographs from the Cuban Missile Crisis to evaluate the level of the threat in 1962.
- Write a newspaper editorial in response to the execution of Julius and Ethel Rosenberg. Was their punishment justified, given the threat that their actions represented? Why or why not?
- Read Ray Bradbury’s short story, “August 2026: There Will Come Soft Rains” and discuss the impact that the fear of nuclear war had on the United States.
● Watch the Twilight Zone episode “The Shelter” and discuss in class. How did the fear of a nuclear attack affect the American public? How did it affect popular culture?
● Watch television campaign advertisements for the 1952 election and evaluate their role on the outcome of the election. (http://www.livingroomcandidate.org/)
● Examine advertisements from the 1950s and discuss their role in creating conformity and consensus. (https://repository.duke.edu/dc/adaccess)
● Listen to examples of early rock ‘n’ roll music and discuss how it impacted American culture in the 1950s.
● Watch an episode of Leave it to Beaver and discuss the role of television in the 1950s.
● Research the role of women in the 1950s and discuss whether or not the image of the “happy housewife” is an accurate one. (https://sheg.stanford.edu/history-lessons/women-1950s)
● Read samples of the writings of Jack Kerouac and Allen Ginsberg, identifying characteristics of the “beat generation.”

Enrichment Activities:
● Both Roosevelt and Hitler came to power in 1933, and both faced economic crisis in their respective countries. Use text, reference, and Internet sources to research the political and economic situations in Germany and the United States at this time. Create a chart or diagram that compares the economic situations and contrasts the political course that each leader took.
● Research the Warsaw Ghetto insurrection and create an investigative report for radio or television based on findings.
● Research the story of how Alan Turing and other British cryptographers unlocked the secrets of the Enigma machine and helped turn the tide of war in favor of the Allies. Describe the machine and explain how it worked to the class.

Methods of Assessments/Evaluation:
● Chapter/Unit Tests
● Essay
● Quiz Games
● Homework
● Classwork
● Open Ended Questions
● Revisit Essential Questions

Resources/Including Online Resources
● Online Textbook and Resources
● Teacher Webpage
● Political Cartoons
● Primary Sources
● http://www.livingroomcandidate.org – presidential campaign advertisements
● Multimedia Connections: Memories of World War II
- Multimedia Connections: October Fury: The Cuban Missile Crisis
- Stanford History Education Group lesson plan - How should we remember the dropping of the atomic bomb? ([https://sheg.stanford.edu/history-lessons/atomic-bomb](https://sheg.stanford.edu/history-lessons/atomic-bomb))
- Ad*Access - examples of 1950s advertisements ([https://repository.duke.edu/dc/adaccess](https://repository.duke.edu/dc/adaccess))

**Topic/Unit 4: Living with Great Turmoil**

**Chapter 23 - An Era of Social Change**

**Chapter 24 - Civil Rights**

**Chapter 25 - The Vietnam War**

**Approximate # Of Weeks: 8**

**Essential Questions:**
1. How are significant and lasting social changes created?
2. Why should all Americans have equal rights and opportunities?
3. Should the United States have gotten involved in the conflict in Vietnam?

**Upon completion of this unit students will be able to:**
- Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. (6.1.12.C.12.a)
- Analyze how scientific advancements impacted the national and global economies and daily life. (6.1.12.C.12.c)
- Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. (6.1.12.D.12.a)
- Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. (6.1.12.D.12.c)
- Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. (6.1.12.D.12.d)
- Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War. (6.1.12.D.12.e)
- Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c. 169) in eliminating segregation and discrimination. (6.1.12.A.13.a)
- Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. (6.1.12.A.13.b)
- Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. (6.1.12.B.13.a)
- Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. (6.1.12.B.13.b)
- Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. (6.1.12.C.13.a)
- Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today. (6.1.12.C.13.c)
- Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. (6.1.12.D.13.a)
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. (6.1.12.D.13.b)
- Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. (6.1.12.D.13.c)
- Explain why the Peace Corps was created and how its role has evolved over time. (6.1.12.D.13.e)
- Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. (6.1.12.A.14.a)
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. (6.1.12.A.14.b)
- Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. (6.1.12.A.14.h)
Common Core Standards:
- CCSS.ELA-Literacy.RH.11-12.1-10
- CCSS.ELA-Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 – 21st Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 – Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Read, take notes, answer related questions and complete guided readings.
- Complete online document-based investigations.
- Google Expeditions Field Trips: The Civil Rights Movement; The Vietnam War
- Watch excerpts from the 1960 Presidential Debates and complete a chart outlining the major differences between the candidates (how do they sound, how do they look, what are they saying, etc.)
- Research the purpose of the Peace Corps and read stories of those who have participated in the Corps. Create an advertisement recruiting recent college graduates to join. ([https://www.peacecorps.gov/stories/](https://www.peacecorps.gov/stories/))
- Research and evaluate various conspiracy theories surrounding the Kennedy assassination. Write a brief reflection explaining which theory you think is most or least likely to be true.
- Watch the “Peace Little Girl” advertisement from the 1964 Presidential Election and discuss its impact on the campaign.
- Research the major programs of the Great Society and create a chart detailing the year they went into effect, their purpose, and their impact.
- Watch a video on the case of Miranda v. Arizona and evaluate the Supreme Court’s decision. What impact has this decision had on American society and law? ([http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona](http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona))
- Watch excerpts from Eyes on the Prize documentary, taking notes on the major events and figures of the non-violent civil rights movement.
- Research and discuss the Supreme Court’s decision in Brown v. Board of Education. Students should write a letter to the local newspaper (in 1954) reflecting on this decision and whether they agree or not. ([http://landmarkcases.org/en/landmark/cases/brown_v_board_of_education](http://landmarkcases.org/en/landmark/cases/brown_v_board_of_education))
- Read and analyze Dr. Martin Luther King, Jr.’s Letter from a Birmingham Jail
- Compare and contrast the views of Dr. King with those of John Lewis by reading and analyzing King’s “I Have a Dream” speech and Lewis’s speech delivered at the March on Washington.
- Watch the documentary Mighty Times: The Children’s March. Write a reflection essay discussing why the movement was so successful in Birmingham.
Listen to Malcolm X’s *Message to the Grassroots* and compare his message to that of Dr. King. Discuss whose approach to gaining civil rights would be better for the black community.

Research topographical features, climatic conditions, and types of vegetation in Vietnam that put American soldiers at a disadvantage in this environment.

Read and evaluate Johnson’s “*Peace without Conquest*” speech.

Look at photographs displaying the effects of weapons like Agent Orange and napalm and discuss their impact on the American view of the war.

Create an annotated playlist of protest songs from the Vietnam era. Explain why each song was selected and how it impacted public opinion toward the war.

Read excerpts from Betty Friedan’s *The Feminine Mystique* and discuss its impact on the movement for women’s rights.

Research the arguments for and against the Equal Rights Amendment in the 1970s and conduct a debate in class as to whether or not it should be ratified. ([http://www.civiced.org/womenshistorymonth/downloads/The_equal_Rights_Amendment_in_the_1970s_and_Today.pdf](http://www.civiced.org/womenshistorymonth/downloads/The_equal_Rights_Amendment_in_the_1970s_and_Today.pdf))

Create an illustrated chart that lists differing characteristics of the “Hippies” and the “Establishment” in the 1960s.

Listen to examples of rock music from the 1960s and identify major themes of the counterculture.

**Enrichment Activities:**

- Conduct interviews with three (or more) relatives or neighbors who lived through the Vietnam War. Create a mini documentary with findings from these interviews.
- Research the current and past activities of the American Indian Movement (AIM), focusing on the group’s principles and its conflicts with the federal government. Make a poster that illustrates your findings and share it with the class.

**Methods of Assessments/Evaluation:**

- Chapter/Unit Tests
- Essay
- Quiz Games
- Homework
- Classwork
- Open Ended Questions
- Revisit Essential Questions

**Resources/Including Online Resources**

- Online Textbook and Resources
- Teacher Webpage
- Political Cartoons
- Primary Sources
- [http://www.livingroomcandidate.org](http://www.livingroomcandidate.org) – presidential campaign advertisements
### Topic/Unit 5: Passage to a New Century

#### Chapter 26 - Transitions and Conservatism

#### Chapter 27 - Into a New Millennium

#### Chapter 28 - The United States in the 21st Century

**Approximate # Of Weeks: 4**

**Essential Questions:**

1. What was the defining moment of the 1970s through the 1990s in the United States?
2. What issue or development has most affected the United States since the beginning of the 21st century?
3. What role should the United States play in global affairs?

**Upon completion of this unit students will be able to:**

- Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. (6.1.12.A.14.a)
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. (6.1.12.A.14.b)
- Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. (6.1.12.A.14.c)
- Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. (6.1.12.A.14.d)
Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. (6.1.12.A.14.h)

Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. (6.1.12.B.14.a)

Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. (6.1.12.B.14.c)

Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. (6.1.12.C.14.c)

Determine the relationship between United States domestic and foreign policies. (6.1.12.D.14.a)

Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. (6.1.12.D.14.d)

Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (6.1.12.D.14.f)

Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure. (6.1.12.A.15.a)

Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems. (6.1.12.A.15.b)

Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. (6.1.12.A.15.c)

Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. (6.1.12.A.15.d)

Analyze the impact of United States policies and actions in supporting the economic and democratic growth of developing nations. (6.1.12.A.15.f)

Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises. (6.1.12.B.15.a)

Relate the role of America’s dependence on foreign oil to its economy and foreign policy. (6.1.12.C.15.a)

Compare the perspectives of other nations and the United States regarding United States foreign policy. (6.1.12.D.15.b)

Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. (6.1.12.D.15.d)

Determine the impact of media and technology on world politics during this time period. (6.1.12.A.16.a)
- Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. (6.1.12.A.16.b)
- Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. (6.1.12.C.16.a)
- Analyze the impact of American culture on other world cultures from multiple perspectives. (6.1.12.D.16.a)
- Explain how and why technology is transforming access to education and educational practices worldwide. (6.1.12.D.16.b)

**Common Core Standards:**
- CCSS.ELA-Literacy.RH.11-12.1-10
- CCSS.ELA-Literacy.WHST.11-12.1-10

**Interdisciplinary Standards (njcccs.org)**
- Standard 9.1 – 21st Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 – Active Citizenship in the 21st Century

**Activities – include 21st Century Technologies:**
- Read, take notes, answer related questions and complete guided readings.
- Complete online document-based investigations.
- Google Expeditions Field Trips: 9/11 Memorial & Museum; Celebrating America’s Diversity; American Landmarks
- Research the successes and failures in the Nixon administration. Write a brief essay arguing whether Nixon should be remembered in a positive or negative light.
- Research the SALT I treaty and discuss its impact on Cold War politics. Write a newspaper editorial evaluating the treaty and how you think it will affect the United States in the 1970s and beyond.
- Create an annotated timeline detailing the events of the Watergate scandal, starting with the burglary and ending with Ford’s pardon of Nixon. Choose one event and explain why it represented a “turning point” in the scandal.
- Watch the TED-Ed video on Watergate and discuss whether or not Nixon did the right thing by resigning. ([https://ed.ted.com/featured/px41lpwg#watch](https://ed.ted.com/featured/px41lpwg#watch))
- Watch examples of television programs from the 1970s and analyze the growing realism that was present. ([CNN The Seventies: Television Gets Real](https://www.cnn.com/travel/article/70s-television-realism/index.html))
- Debate Ford’s decision to pardon Nixon.
- Create a timeline of the major events of the Ford and Carter administrations and evaluate which president was more successful in addressing the problems of the 1970s.

Read an excerpt from Rachel Carson’s *Silent Spring* and discuss its impact on the modern environmental movement.

Research the damage caused by the Chernobyl nuclear accident. Create a visual presentation on the impact of Chernobyl, including photographs, charts, maps, etc.

Create a multimedia timeline focusing on the rise and fall of conservatism during the 1920s-1980s. Identify key figures, major events, and issues associated with the movement.

Complete a chart of the effects of “Reaganomics.” Students should write a brief paragraph explaining whether they think these policies were a success or a failure.

Read *Why Fear Spanish?* by C.A. Montaner and discuss whether or not students agree with the author’s arguments.

Create a chart that lists the social problems of the Reagan and G.H.W. Bush presidencies and how the government responded to them. Write a brief paragraph explaining which president was more successful in addressing social issues.


Complete an online graphic organizer on the Clinton Administration. Discuss what role international issues played in the Clinton Administration.

Analyze Newt Gingrich’s *Contract with America* and discuss how it might have appealed to voters in the 1990s.

Research the impeachment proceedings against Andrew Johnson and Bill Clinton. Create a chart detailing the similarities and differences between the two cases.

Watch video clips on the Election of 2000, taking notes on why it was such a complicated and controversial election. ([https://www.c-span.org/classroom/document/?7532](https://www.c-span.org/classroom/document/?7532))

Create a timeline of major events that took place during the George W. Bush administration.

Research the 2001 USA PATRIOT Act and outline its major points. Discuss whether or not students agree with the law. Would students have supported or opposed the law if they were members of Congress in 2001? Why or why not?

Research arguments for and against the Guantanamo detention center in Cuba and conduct a class debate on the issue. After the debate, have students write a one-page essay explaining their views.

**Enrichment Activities:**
- Research the historical roots of the conflict between the Serbs and other ethnic groups in the former Republic of Yugoslavia. Prepare an oral report focusing on the roots of ethnic conflict for the class.
- Students should conduct research on the changes in the U.S. economy in the 1990s and use their findings to write an essay in which they argue whether the U.S. economy could have continued as a manufacturing economy with industrial jobs given the technological developments in the late 20th century.

**Methods of Assessments/Evaluation:**
- Chapter/Unit Tests
- Essay
- Quiz Games
- Homework
- Classwork
- Open Ended Questions
- Revisit Essential Questions

**Resources/Including Online Resources**
- Online Textbook and Resources
- Teacher Webpage
- Political Cartoons
- Primary Sources