Course Title: United States History II Honors

Subject: Social Studies

Grade Level: 11

Duration: Full Year

Prerequisite: United States History I Honors

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:
This course will cover modern American history, beginning with the period of industrialization at the turn of the 20th century and continuing through to present day. Students will continue to develop higher level thinking skills as they interpret and analyze major events and the economic, political, social, and cultural trends of each era. Significant emphasis will be placed on the reading and interpretation of primary sources and the development of writing skills through document-based questions and essays.

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

Topic/Unit 1: The Gilded Age
Chapter 16 - Industrial America: Corporations and Conflicts, 1877-1911
Chapter 17 - Making Modern American Culture, 1880-1917

Approximate # Of Weeks: 2

Essential Questions:
1. What changes impacted corporations and workers in the late nineteenth and early twentieth century?
2. Were big business leaders “captains of industry” or “robber barons?”
3. How did American workers respond to the rise of industrialization?
4. How did modernity alter Victorian values and behavior in the United States?

Upon completion of this unit students will be able to:

● Relate industrial growth to the need for social and governmental reforms. (6.1.12.A.5.a)
● Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. (6.1.12.A.5.b)
● Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. (6.1.12.A.5.c)
● Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. (6.1.12.B.5.a)
● Assess the impact of rapid urbanization on the environment and on the quality of life in cities. (6.1.12.B.5.b)
● Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. (6.1.12.C.5.a)
● Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. (6.1.12.C.5.c)
● Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. (6.1.12.D.5.a)
● Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. (6.1.12.D.5.b)
● Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. (6.1.12.D.5.c)
● Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. (6.1.12.D.5.d)
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
- Review summer assignment work (Chapters 16 and 17)
- Analyze primary source documents, including photographs and political cartoons
- Research the origins and early figures of American radicalism
- Research the Haymarket Square incident and write a first-person account from the perspective of an anarchist, a police officer, or a bystander, describing the incident and explaining who you think is responsible for the violence
- Study visual images and maps showcasing the development of the modern urban center
- Explore the growth of New York City as an urban center through the Mannahatta Project (http://www.welikia.org)
- Research the lives of immigrants today and those in the late nineteenth century and write a reflection comparing/contrasting their experiences (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/)
- Complete a chart displaying the differences between the Knights of Labor and the AFL
- Research the goals of one group and create a recruitment poster for the AFL, Knights of Labor, the Grangers, or IWW
- Take a virtual tour of the 1893 World’s Fair (http://xroads.virginia.edu/~ma96/wce/official.html)
- Watch excerpts from the PBS Documentary Prohibition and take notes on the historical development of the movement as well as the role of women within the movement

Enrichment Activities:
- Prepare for and conduct a debate between Samuel Gompers and Andrew Carnegie on the impact of industrial capitalism on the American worker and the United States
- Research a contemporary entrepreneur and write an essay evaluating whether he practices the “Gospel of Wealth” as outlined by Andrew Carnegie
• Create a visual presentation comparing and contrasting the educational system at the turn of the 20th century with today’s schools and present findings to the class

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

Resources/Including Online Resources
• Online Textbook and Resources
• Teacher Webpage
• Photographs, political cartoons, maps, primary sources
• Andrew Carnegie (www.pbs.org/wgbh/amex/carnegie/)
• Emergence of Advertising in America (http://scriptorium.lib.duke.edu/eaa)
• The World’s Columbian Exposition: Idea, Experience, Aftermath (http://xroads.virginia.edu/~ma96/WCE/title.html)
• Mannahatta Project (http://www.welikia.org)
• The Rise of the City guided reading exercise (https://www.gilderlehrman.org/content/guided-readings-rise-city)
• PBS Documentary: Prohibition

**Topic/Unit 2: Modern America Emerges**

Chapter 18 – “Civilization’s Inferno”: The Rise and Reform of Industrial Cities, 1880-1917


Chapter 20 – An Emerging World Power, 1890-1918

Approximate # Of Weeks: 8

**Essential Questions:**
1. What major reforms impacted cities and the nation between 1880 and 1917?
2. In what ways did American politics evolve during the era?
3. Why and how did the United States expand abroad militarily during the era?
4. Was American expansion overseas justified?

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
- Analyze primary source documents, including photographs and political cartoons
- Examine primary sources related to industrialization and urban living conditions, including works by Jacob Riis, Lewis Hine, and others
- Create a map of New York City at the turn of the century, indicating immigrant neighborhoods and major landmarks.
- Analyze the floor plan of a dumbbell tenement and create a list of potential hazards or problems created by such a design (http://www.livingcityarchive.org/htm/framesets/living_city/fs_exh.htm)
- Visit the New York City Tenement Museum website (http://www.tenement.org) and use online interactive exhibits to examine the impact of tenement living on immigrant families at the turn of the century
- Compare and contrast the leadership of W.E.B. DuBois and Booker T. Washington and evaluate their approaches to civil rights.
- Create a chart detailing the major labor uprisings of the period (Haymarket Square Riot, Homestead Steel Strike, and Pullman Strike)
- Complete a guided reading of primary sources to identify the goals of the Progressive Movement (https://www.gilderlehrman.org/content/guided-readings-progressive-reform-and-trusts)
- Research arguments for and against the creation of an American empire at the turn of the century. Write an essay evaluating these arguments within the context of the era. (https://edsitement.neh.gov/lesson-plan/question-american-empire)
- Complete a map of American expansion into the Pacific and the Caribbean at the turn of the century.
- Read and analyze the poem The White Man’s Burden by Rudyard Kipling, evaluating it within the context of American imperialism. (https://monthlyreview.org/2003/11/01/kipling-the-white-mans-burden-and-u-s-imperialism/)
• Examine primary sources and conduct a debate regarding American entry into World War I
  (https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/wwone/)
• Complete maps showing major alliances of World War I and the territorial changes resulting from the Treaty of Versailles.
• Read and discuss the speech by Eugene V. Debs to the court after his conviction on violating the Espionage and Sedition Acts. (see link below)
• Simulate a negotiation of the Treaty of Versailles to highlight the different goals each of the Big Four had at the conclusion of the war and how difficult it was to reach a consensus. Write a reflection on the simulation activity and how it might relate to the experience of the historical participants.

Enrichment Activities:
• Read Storm of Steel by Ernst Jünger and All Quiet on the Western Front by Erich Maria Remarque and write an essay comparing their accounts of the First World War
• Research modern examples of “muckraking” journalism (Mother Jones, 60 Minutes, etc.) and compare/contrast with those who were active in late 19th and early 20th centuries (Ida Tarbell, Jacob Riis, McClure’s, etc.)

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

Resources/Including Online Resources
• Online Textbook and Resources
• Teacher Webpage
• Photographs, political cartoons, maps, primary sources
• On the Lower East Side (http://www.tenant.net/Community/LES/contents.html)
• New York City Tenement Museum (www.tenement.org)
• The Spanish-American War (www.loc.gov/rr/hispanic/1898)
• President McKinley’s War message (www.mtholyoke.edu/acad/intrel/mkinly2.htm)
• The Sinking of the Lusitania (www.pbs.org/lostliners/lusitania.html)
• Primary and Secondary Sources for labor history -  
  http://guides.lib.uw.edu/research/history-labor/primary  
• Iron Jawed Angels

**Topic/Unit 3: The Roaring 20s and the Great Depression**  
Chapter 21 – Unsettled Prosperity: From War to Depression, 1919-1932  
Chapter 22 – Managing the Great Depression, Forging the New Deal, 1928-1938

**Approximate # Of Weeks: 6**

**Essential Questions:**
1. How did American society change during the 1920s?
2. Was the decade of the 1920s a decade of innovation or conservatism?
3. Why did the Great Depression take place?
4. How did President Roosevelt respond to the Great Depression?

**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)
- Analyze 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)
- 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
● 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
● Analyze primary source documents, including photographs and political cartoons
● Examine samples of advertising from the 1920s that demonstrate the development of a consumer culture
● Analyze poetry and artwork from the Harlem Renaissance to highlight themes of black pride and culture
● Watch excerpts of the PBS Documentary Prohibition and identify challenges of the law and cultural impact of the experience (http://www.pbs.org/kenburns/prohibition/)
● Research arguments regarding the 18th Amendment and conduct a debate in class, representing different groups associated with Prohibition
● Analyze political cartoons related to the trial of Sacco and Vanzetti (https://archive.lib.msu.edu/DMC/AmRad/sacoovanzetticartoons.pdf)
• Read excerpts from *The Great Gatsby*, *The Sun Also Rises*, *Three Soldiers*, *The Wasteland*, etc. to identify themes of the Lost Generation
• Analyze economic statistics from the 1920s. To what extent was the prosperity of the era “real”? How did the economy of the 1920s lead to the Depression? ([https://www.gilderlehrman.org/content/statistics-american-economy-during-1920s](https://www.gilderlehrman.org/content/statistics-american-economy-during-1920s))
• Research New Deal programs, summarize their goals/accomplishments, and evaluate their effectiveness in overcoming the Great Depression ([https://livingnewdeal.org/what-was-the-new-deal/programs/](https://livingnewdeal.org/what-was-the-new-deal/programs/))
• Listen to FDR’s first “Fireside Chat” and evaluate the strengths and weaknesses of his speech. Write a “letter” to Roosevelt in response to his address. ([https://fdrlibrary.org/banking-curriculum-hub](https://fdrlibrary.org/banking-curriculum-hub))
• Watch excerpts of the PBS Documentary *Surviving the Dust Bowl*
• Research samples of WPA photography and artwork in the United States, identifying prevalent themes. Visit the Glen Ridge Post Office to view the WPA artwork murals on display. ([http://www.wpamurals.com/](http://www.wpamurals.com/))

**Enrichment Activities:**

• Write an essay evaluating Herbert Hoover’s response to the Great Depression. Did Herbert Hoover respond poorly to the Great Depression? Or has he been “framed,” so to speak, by modern analysts? Present findings to the class.
• Conduct a role-playing exercise in which students view the New Deal through the lens of an African American, a woman, a Native American, a capitalist, a Republican, a Leftist, a farmer, a factory worker, and a Democrat
• Read excerpts from Studs Terkel’s *Hard Times*. Write an essay detailing how the Great Depression and new Deal affected average Americans in varying ways.

**Methods of Assessments/Evaluation:**

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

**Resources/Including Online Resources**

• Online Textbook and Resources
• Teacher Webpage
• Photographs, political cartoons, maps, primary sources
• *Art of the Harlem Renaissance* ([http://www.artlex.com/ArtLex/h/harlemrenaissance.html](http://www.artlex.com/ArtLex/h/harlemrenaissance.html))
• *Marcus Garvey* ([http://www.pbs.org/wgbh/amex/garvey](http://www.pbs.org/wgbh/amex/garvey))
• *Flapper Station* ([http://home.earthlink.net/~rbotti](http://home.earthlink.net/~rbotti))
● *FDR Cartoon Collection* ([http://www.nisk.k12.ny.us/fdr](http://www.nisk.k12.ny.us/fdr))
● *Scottsboro* ([http://www.pbs.org/wgbh/amex/scottsboro/](http://www.pbs.org/wgbh/amex/scottsboro/))
● PBS Documentary: *Prohibition*
● PBS Documentary: *Surviving the Dust Bowl*

**Topic/Unit 4: World War II and its Aftermath**

**Chapter 23 – The World at War, 1937-1945**

**Chapter 24 – Cold War America, 1945-1963**

**Chapter 25 – Triumph of the Middle Class, 1945-1963**

**Approximate # Of Weeks: 8**

**Essential Questions:**
1. How did the U.S. government and society respond to World War II?
2. How important was the home front in the United States’ victory in World War II?
3. Was the Cold War inevitable?
4. Was containment an effective policy to thwart communist expansion?
5. How did American society change during the 1950s?

**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)
• Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. (6.1.12.A.12.b)
• 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.B.12.a)
• Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. (6.1.12.D.12.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)
• Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today. (6.1.12.C.13.c)
• 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)
• Explain why the Peace Corps was created and how its role has evolved over time. (6.1.12.D.13.e)
• Relate the changing role of women in the labor force to changes in family structure. (6.1.12.D.13.f)

Common Core Standards:
Activities – include 21st Century Technologies:
- Read, take notes, answer related questions and complete guided readings
- Analyze primary source documents, including photographs and political cartoons
- Complete maps of the European and Pacific theaters during World War II
- Visit the National Archive site “Powers of Persuasion” (https://www.archives.gov/education/lessons/wwii-posters) and evaluate three posters. Write a brief evaluation of what factor make these posters successful.
- Explore the Rutgers Oral History Archive of World War II at http://oralhistory.rutgers.edu. Choose two interviews that interest you and write a comparison of the interview subjects. What were their experiences during the war?
- Research primary sources related to the issue of Japanese internment during World War II. Write a “letter to the editor” in support of or opposed to this policy (as someone in the 1940s). (https://www.archives.gov/research/alic/reference/military/japanese-internment.html)
- Analyze the political cartoons of Dr. Seuss from the World War II era.
- Read the short story August, 2026: There Will Come Soft Rains and discuss the impact of nuclear weapons on American culture.
- View the short government film of the era titled: Duck and Cover. Discuss this film based on the role of anti-communist fears in an atomic age. (https://www.loc.gov/item/mbrs01836081/)
- Listen to rock n’ roll music from this era and discuss the contributions of African American musicians to the creation of this art form. Create your own “playlist” of songs that you think exemplify the era.
- Watch examples of 1950s television programs and describe how they encouraged conformity and consensus in this era. Write an essay comparing the influence of television in the 1950s to another decade.
- Watch excerpts from the 1960 presidential debates between Nixon and Kennedy and make a chart of each candidate’s strengths and weaknesses. Discuss how television impacted the outcome of the election. (https://www.youtube.com/watch?v=gbrcRKgLSRw)
- Research and evaluate the major conspiracy theories surrounding the Kennedy assassination. Create a multimedia presentation assessing the validity of one of these theories.
Enrichment Activities:

- Watch a World War II era film [Wake Island (1942), Guadalcanal Diary (1943), So Proudly We Hail (1943), Lifeboat (1944), Thirty Seconds over Tokyo (1945), and Keep Your Powder Dry (1945), Battle of San Pietro (1944), Since You Went Away (1943), etc.] and compare the film to the way that the war was actually fought. What major differences are present? Why do you think this movie was produced in this manner? What impact would it have on the war effort? Select several scenes and present findings to the class.
- Re-create the McCarthy hearings in class, either with Joe himself under indictment or a Hollywood victim of McCarthy’s witch hunt.
- Create a mini “documentary” featuring interviews with people who lived during the 1950s, focusing on both international and domestic affairs.

Methods of Assessments/Evaluation:

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

Resources/Including Online Resources

- Online Textbook and Resources
- Teacher Webpage
- Photographs, political cartoons, maps, primary sources
- Frank Capra’s Why We Fight series (available on YouTube)
- Dr. Seuss Went to War ([http://libraries.ucsd.edu/speccoll/dswenttowar/](http://libraries.ucsd.edu/speccoll/dswenttowar/))
- Guided reading exercise on the atomic bomb - ([https://www.gilderlehrman.org/content/guided-readings-atomic-bomb](https://www.gilderlehrman.org/content/guided-readings-atomic-bomb))
- The Cold War International History Project ([http://www.wilsoncenter.org/program/cold-war-international-history-project](http://www.wilsoncenter.org/program/cold-war-international-history-project))
- Korea + 50: No Longer Forgotten ([www.trumanlibrary.org/korea](http://www.trumanlibrary.org/korea))
- Korean War guided reading exercise ([https://www.gilderlehrman.org/content/guided-readings-korean-war](https://www.gilderlehrman.org/content/guided-readings-korean-war))
- Smithsonian Article - Debating on Television: Then and Now ([https://www.smithsonianmag.com/history/debating-on-television-then-and-now-59429581/](https://www.smithsonianmag.com/history/debating-on-television-then-and-now-59429581/))
Topic/Unit 5: Civil Rights, Vietnam, and the Ordeal of Liberalism
Chapter 26 – Walking into Freedom Land: The Civil Rights Movement, 1941-1973
Chapter 27 – Uncivil Wars: Liberal Crisis and Conservative Rebirth, 1961-1972

Approximate # Of Weeks: 8

Essential Questions:
1. Why did the Civil Rights movement take place? How did it evolve over time?
2. What was the liberal crisis of the late 1960s and how did conservatives respond?
3. Why did the United States become involved in the Vietnam conflict? How did domestic affairs shape the war?

Upon completion of this unit students will be able to:

- Analyze ideological differences and other factors that contributed to the Cold War and to the 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)
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. (6.1.12.A.12.b)
- 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.b)
- 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 extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. (6.1.12.A.13.c)
- 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.b)
- 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)

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
- Analyze primary source documents, including photographs and political cartoons
- Create a multimedia presentation that serves as an annotated timeline covering major events in the Civil Rights movement from the 1940s through 1960s.
- View excerpts of the documentary, *Eyes on the Prize*, tracing the rise and major events of the Civil Rights Movement.
- Research the legal arguments used in the Supreme Court case *Brown v. Board of Education of Topeka*. What factors played into the Court’s decision? (https://www.loc.gov/rr/program/bib/afam/afam-brown.html)
- Read and hold a roundtable discussion on Martin Luther King’s *Letter from a Birmingham Jail* (https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)
- View the documentary *Mighty Times: The Children’s March* and discuss the effectiveness of using nonviolence in the face of violence.
- Watch/read JFK’s speech on civil rights and discuss the issue of “morality.” (https://www.loc.gov/exhibits/civil-rights-act/multimedia/kennedys-civil-rights-address.html)
- Listen to excerpts of Malcolm X’s *Message to the Grassroots* and watch video clips of Malcolm X being interviewed on *City Desk*. How do his views differ from those of nonviolent activists like MLK? (http://teachingamericanhistory.org/library/document/message-to-grassroots/)
- Write an essay comparing and contrasting the beliefs of Martin Luther King and Malcolm X and assess whose approach had a greater impact on civil rights.
- Watch the documentary, *Revolution ’67*, and discuss the rise of urban violence in the late 1960s. (http://www.pbs.org/pov/revolution67/)
- Research examples of “de facto” segregation in the North and evaluate ways to reduce this type of segregation.
Debate the impact and legacy of the Civil Rights movement on today’s society
Debate American involvement in Vietnam, arguing for increased use of force or complete withdrawal.
(http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm)
Listen to protest songs of the Vietnam era and discuss their impact on American perception of the war.
Watch news segments from the Vietnam era and discuss the concept of the “Living Room War” (clips available on YouTube)
Research the Vietnam draft and evaluate the public perception of the war as a “working class war”
(http://michiganintheworld.history.lsa.umich.edu/antivietnamwar/)
Create a multimedia presentation highlighting major figures and themes in the counterculture movement of the 1960s and 1970s.
Create an annotated timeline of the major events in the Watergate scandal.
Watch and discuss clips from All the President’s Men.

Enrichment Activities:
Research the Pentagon Papers and write an essay comparing this leak to the cases of Edward Snowden and Bradley Manning.

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

Resources/Including Online Resources
Online Textbook and Resources
Teacher Webpage
Photographs, political cartoons, maps, primary sources
Eyes on the Prize documentary
Mighty Times: The Children’s March documentary
The National Civil Rights Museum (http://www.civilrightsmuseum.org)
Malcolm X on City Desk video (available on Discovery Education site)
Revolution ‘67 documentary
Vietnam Veterans Memorial National Memorial (www.nps.gov/vive/)
Topic/Unit 6: Global Capitalism and the End of the American Century
Chapter 28 – The Search for Order in an Era of Limits, 1973-1980
Chapter 29 – Conservative America in the Ascent, 1980-1991
Chapter 30 – Confronting Global and National Dilemmas, 1989 to the Present

Approximate # Of Weeks: 4

Essential Questions:
1. What are the most defining issues that impacted the United States during the 1970s?
2. How did Ronald Reagan win the U.S. presidency in 1980? What were Reagan’s domestic policy goals?
3. How has the post-Cold War era of globalization affected American politics, economics, and society?
4. What were the national dilemmas facing the United States during the Clinton administration? How did President Clinton respond?
5. How and why has American foreign policy evolved from 1973-2011?

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)

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CCSS.ELA-Literacy.WHST.11-12.1-10

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- 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
- Analyze primary source documents, including photographs and political cartoons
- Read Jimmy Carter’s “Malaise” speech (http://www.presidency.ucsb.edu/ws/?pid=32596) and compare it to Ronald Reagan’s Republican Convention “Acceptance” speech (http://www.presidency.ucsb.edu/ws/?pid=25970)
- Evaluate the “urban renewal” programs of the 1950s and 1960s in light of the urban crisis of the 1970s. How successful were these programs in reviving American cities?
- Review the cases of Regents of the University of California v. Bakke and Gratz v. Bollinger and discuss the role of affirmative action in college admissions
- Debate the Equal Rights Amendment.
- Research and debate the case of Roe v. Wade. (https://documents.law.yale.edu/sites/default/files/BeforeRoe2ndEd_1.pdf)
- Read and discuss excerpts from Silent Spring by Rachel Carson, assessing its impact on the modern environmental movement in the United States. (http://www.pbs.org/moyers/journal/educators/rachelcarson.html)
- Complete an annotated timeline that traces the collapse of the Soviet Union and the end of the Cold War
- View segments of the PBS Documentary, Reagan
- Research examples of post-Cold War conflicts (Persian Gulf War, collapse of Yugoslavia, etc.) and evaluate the role of the United States in each conflict.
- Examine campaign ads and speeches from the Election of 1992. Discuss what made President Clinton a “new Democrat” and how much his proposals differed from traditional liberal objectives.
- Discuss the events of September 11, 2001 and evaluate the impact of these events on American foreign policy and domestic issues of civil liberties. (https://www.kqed.org/lowdown/14066/13-years-later-four-major-lasting-impacts-of-911)
- Create a chart comparing the candidates of the Elections of 2000-2016, identifying major campaign issues and the outcome of each election.
Examine the presidencies of Bill Clinton, George W. Bush, and Barack Obama, comparing the successes and failures of each.

Enrichment Activities:
- Create a mini documentary on the development of the environmental movement, exploring why the movement started in the 1960s and following it through to today’s green movement. What do you think the future of environmentalism will bring?

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

Resources/Including Online Resources
- Online Textbook and Resources
- Teacher Webpage
- Photographs, political cartoons, maps, primary sources
- Three Mile Island (http://www.threemileisland.org)
- The National Security Archive (http://www.gwu.edu/~nsarchiv)
- The Gulf War (http://www.pbs.org/wgbh/pages/frontline/gulf)
- William J. Clinton Presidential Library (www.clintonlibrary.gov)
- George W. Bush Presidential Library (http://www.georgewbushlibrary.smu.edu/)
- PBS Documentary: Reagan