

Spring 2009



History and Social Science Curriculum Guide

United States History: 1865 to the Present

Spring 2009

Amherst County Public Schools History and Social Science Curriculum Guide

Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

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Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.2a

The student will use maps, globes, photographs, pictures, or tables for

a) explaining how physical features and climate influenced the movement of people westward;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1) Locate the Great Plains on a United States map 2) Describe the physical features of the Great Plains 3) Explain what people thought about the Great Plains prior to settlement (Reconstruction) 4) List the reasons why people became interested in the Great Plains 5) Name and explain how new inventions and adaptations allowed people to live in the Great Plains 	<ol style="list-style-type: none"> 1) Students add vocabulary definitions to their notebooks 2) Students review the concept of Manifest Destiny. 3) Teacher led discussion, using maps, of the physical features of the Great Plains. 4) Teacher led review and discussion of Northern industrialization and Southern conditions during Reconstruction; the influx of immigrants and the availability of land in the Great Plains. 5) Using visuals, teacher leads class discussion of the new inventions and adaptations listed in the Curriculum Framework. 	<p>Maps of the Great Plains</p> <p>Pictures of new inventions and adaptations of settlers in the Great Plains region</p>	<p>USI.2b</p> <p>USI.8b</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students locate and color the Great Plains on a map.</p> <p>7) Students assume the role of a settler in the Great Plains and write a diary entry about life in the Great Plains.</p> <p>8) Students research a new invention or technology that supported the settlement of the Great Plains and create a brochure explaining how the invention/technology supported the settlement.</p> <p>9) Students illustrate life on the Great Plains showing the inventions and adaptations that supported the settlement of the Great Plains. (Interactive notebook activity)</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.2b

The student will use maps, globes, photographs, pictures, or tables for

b) explaining relationships among natural resources, transportation, and industrial development after 1865;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain how and why people used different forms of transportation to move natural resources</p> <p>2) Define natural resources, industry, product, and market.</p> <p>3) Explain the role of transportation in moving resources to industry and products to market</p> <p>4) Identify the industry that developed in New England, Detroit, and Pittsburgh</p> <p>5) Explain where manufacturing areas clustered</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Review discussion of the steamboat, steam locomotives, rivers, overland trails, and canals as means of transportation.</p> <p>3) Class examines pictures and maps of the different forms of transportation.</p> <p>4) Teacher led discussion of how and why different transportation was used to move natural resources.</p> <p>5) Students develop a model showing how transportation moves resources to industry and products to market. (An economic flow/circular flow model could be used)</p>	<p>Pictures</p> <p>Maps</p> <p>Guest Speaker</p>	<p>2.7</p> <p>3.7</p> <p>US1.5b</p> <p>US1.8b,c</p> <p>USII.1b,c,f</p> <hr/> <p align="center">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Using maps students discuss and locate specific manufacturing areas as given in the Curriculum Framework.</p> <p>7) Guest speaker from a local business to discuss the importance of transportation to business.</p> <p>8) Students research the textile, automobile or steel industries and provide an oral or written report.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: US11.2c

The student will use maps, globes, photographs, pictures, or tables for

c) locating the 50 states and the cities most significant to the historical development of the United States.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define state</p> <p>2) Locate and label the states and cities in each region of the United States as delineated in the Curriculum Framework</p> <p>3) Analyze and interpret different thematic maps</p> <p>4) Explain why specific cities are historically, politically, economically, and culturally significant to the development of the United States</p> <p>5) Label the 50 states on a blank United States map</p> <p>6) Use latitude and longitude to locate given places on a map</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students locate the Northeast states and cities and the noncontiguous states and cities on a United States map. Class discusses why these cities are important.</p> <p>3) Students locate the Southeast and Southwest states and cities on a United States map. Class discusses why these cities are important.</p> <p>4) Students locate the Midwest, Rocky Mountains, and the Pacific states and cities on a United States map. Class discusses why these cities are important.</p>	<p>United States maps</p> <p>Internet</p>	<p>Every effort should be made to relate the regions, states and cities to prior SOL focusing on their significance.</p> <p>All other standards in USII</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students create travel brochures of the states within an assigned region.</p> <p>6) Students develop a color coded map showing the different regions and the states within each region.</p> <p>7) Given cut-out map pieces of the regions and/or states students create map puzzles.</p> <p>8) Students research the major industries and products of each region and develop oral or written reports.</p> <p>9) Students create flash cards of the 50 states that can be used at home or school throughout the year to review the states.</p> <p>10) Students sort the states and/or important cities by region.</p> <p>11) Review the states and cities throughout the school year.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.3a

The student will demonstrate knowledge of the effects of Reconstruction on American life by

- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the provisions of the 13th, 14th, and 15th amendments to the Constitution of the United States</p> <p>2) Explain that the 13th, 14th, and 15th amendments to the Constitution of the United States guarantee equal protection under the law for all citizens</p> <p>3) Define the following: Ban Citizenship Servitude</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Review the outcome of the Civil War and the conditions at the end of the war.</p> <p>3) Teacher introduces the 13th, 14th, and 15th amendments to the Constitution of the United States and discusses the provisions of each. Students read the amendments.</p> <p>4) Students brainstorm the impact of the amendments on different groups in the United States.</p> <p>5) Students complete a card sort of the amendments</p>	<p>13th, 14th, 15th amendments to the Constitution of the United States</p> <p>Textbooks</p> <p>Internet</p>	<hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students create an illustration showing the impact of the amendments (interactive notebook activity).</p> <p>7) Students write a journal entry about one of the amendments and the impact that amendment had on the citizens.</p> <p>8) Students create and enact skits about the amendments.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.3b

**The student will demonstrate knowledge of the effects of Reconstruction on American life by
b) describing the impact of Reconstruction policies on the South and North;**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the following: Reconstruction Civil Rights Act of 1866 Freedmen’s Bureau Carpetbaggers Election of 1876 Black Codes</p> <p>2) Identify the status of southern military leaders during Reconstruction</p> <p>3) Explain Reconstruction policies in the South</p> <p>4) Compare the status of African Americans during Reconstruction and after Reconstruction</p> <p>5) Identify the start and end of the Reconstruction time period</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Review the outcome of the Civil War and the conditions at the end of the war.</p> <p>3) Students view pictures of the South after the Civil War and discuss conditions.</p> <p>4) Students brainstorm what the South had to do to rebuild after the Civil War. (Be sure to include ideas about government, social/humanitarian needs and the economy).</p> <p>5) Discuss the Civil Rights Act of 1866.</p> <p>6) Students add notes about SOL content to interactive notebook.</p>	<p>Pictures of post Civil War</p> <p>United Streaming</p> <p>Comparison charts</p> <p>Internet</p> <p>Textbook</p> <p>www.freedmensbureau.com</p>	<hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Students complete a comparison chart about the conditions for African Americans before the Civil war and after the Civil war.</p> <p>8) Students complete a comparison chart about the conditions for African Americans Reconstruction and after Reconstruction.</p> <p>9) Students assume the role of a freed African American, a former southern leader, or a former slave and write a diary entry about the changes in life style in the South during Reconstruction.</p> <p>10) Class discussion of the role of “carpetbaggers” in the South during Reconstruction.</p> <p>11) Students create a poster to advertise the programs and assistance provided by the Freedman’s Bureau.</p> <p>12) Students complete a flow chart for the Reconstruction time period.</p>		
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	<p>13) Students create a poster illustrating three of the Reconstruction policies and/or problems.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.3c

**The student will demonstrate knowledge of the effects of Reconstruction on American life by
c) describing the legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Discuss the impact of Abraham Lincoln on American life</p> <p>2) Discuss the impact of Frederick Douglass on American life</p> <p>3) Discuss the impact of Robert E. Lee on American life</p> <p>4) Define the following: Reconstruction Reconciliation Preservation Reunite Voting rights Adoption Human rights Civil Liberties</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Review the roles of Abraham Lincoln, Robert E. Lee, and Frederick Douglass during the Civil War.</p> <p>3) Card sort of information about Lincoln, Lee, and Douglass.</p> <p>4) Given a list of attributes about Lincoln, Lee, and Douglass, students complete a table comparing the three leaders.</p> <p>5) Working in pairs or small groups students create and deliver a role play about one of the three leaders.</p> <p>6) Students research one of the three leaders and create a brochure about the leader.</p>	<p>Card sort</p> <p>Internet</p> <p>List of attributes about the three leaders</p>	<hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Given a chart with a picture of each leader above the column, students glue the correct facts in each column.</p> <p>8) Students complete a similarities and differences chart for Lincoln, Lee, and Douglass.</p> <p>9) Students choose Lincoln, Lee, or Douglass and enact a dramatization about their choice.</p> <p>10) Students complete a "What if" history journal entry: What if Lincoln had wanted to punish the South? What if Lee had not urged Southern reconciliation? What if Douglass had not been a voice for human rights? Et cetera</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.4a

The student will demonstrate knowledge of how life changed after the Civil War by

a) identifying the reasons for westward expansion, including its impact on American Indians;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the reasons for westward expansion/migration in the United States after the Civil War</p> <p>2) Identify the Transcontinental Railroad</p> <p>3) Explain the impact of westward expansion on the American Indians</p> <p>4) Identify the following: Battle of Little Bighorn Sitting Bull Geronimo Chief Joseph Nez Percé Battle of Wounded Knee Reservations</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Teacher introduces the concept of land ownership and discusses how land is acquired today.</p> <p>3) Teacher led discussion of the different ways land was made available during westward expansion including: squatter's rights, free government land, Homestead Act, and land rushes.</p> <p>4) Students create a play depicting one of the ways land was made available.</p> <p>5) <u>If approved</u>, show the Oklahoma Land Rush video clip from <i>Far and Away</i>.</p>	<p>Video: <i>Far and Away</i> (<u>Approval needed for viewing</u>)</p> <p>Maps</p> <p>Diary entries</p> <p>Video – I Will Fight No More</p>	<p>USI.8b</p> <p>USII.2a</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Define the following: Technological advances Relocation Assimilation</p>	<p>6) Review the technological advances previously discussed in USII.2a and how they affected westward expansion.</p> <p>7) Teacher led discussion, using maps, of the role the Transcontinental Railroad played in westward expansion.</p> <p>8) Teacher reviews the California Gold Rush in USI.8b and its effect on westward expansion. Use maps to locate silver and gold mines.</p> <p>9) Students brainstorm the role that adventure played in westward expansion.</p> <p>10) In Think, Pair, Share students discuss how westward expansion provided a new beginning for former slaves.</p> <p>11) Teacher uses primary source documents such as diary entries to reveal what life was like for settlers moving west.</p>		
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	<p>12) Students choose a reason for moving westward and write a journal entry.</p> <p>13) Students brainstorm the impact of westward expansion on the American Indian and engage in a class discussion of the impact.</p> <p>14) Students research one of the following and write a class report:</p> <ul style="list-style-type: none">a) Battle of Little Bighornb) Geronimoc) Sitting Bulld) Chief Josephe) Nez Percéf) Battle of Wounded Kneeg) Reservation lifeh) California Gold Rushi) Transcontinental Railroad <p>15) Students create a travel brochure to promote westward expansion.</p> <p>16) Chief Joseph reader's theater.</p> <p>17) Show the video "I Will Fight No More."</p>		
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	<p>18) Students working in small groups create learning centers for the reasons for westward expansion and/or the impact the expansion had on American Indians.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.4b

The student will demonstrate knowledge of how life changed after the Civil War by

b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Oppressive government Specialized industries Immigration Rural Urban/ Urbanization Electricity Political machines Tenements Settlement houses Ghettos Discrimination Corruption</p> <p>2) List the reasons for increased immigration to the United States after the Civil War</p> <p>3) Explain the reasons why cities developed and grew in the United States after the Civil War</p>	<p>1) Students add vocabulary definitions to their notebooks.</p> <p>2) Teacher shares excerpts from literature sources about immigrants coming, between 1866-1915, to America.</p> <p>3) Teacher led discussion of the reasons for increased immigration.</p> <p>4) Class reviews SOL USII.2b. Teacher led discussion of the reasons why cities developed and grew. Given a United States map, the students locate the Northeast and Midwest cities listed in USII.2c. Class discussion about reasons immigrants settled in these cities.</p>	<p>Video on Immigrants</p> <p>Video-Five Hundred Nations</p> <p>Literature excerpts</p> <p>Photos/Posters</p> <p>Ethnic labels</p> <p>Maps</p> <p>Political cartoons</p>	<p>USI.5a</p> <p>USII.1a,b,c,d,f</p> <p>USII.2b</p> <p>USII.2c</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Explain the positive and negative effects of inventions on society and industry</p> <p>5) Discuss the challenges cities faced with industrialization and growth.</p> <p>6) Discuss the ways the cities attempted to solve the immigration problems.</p> <p>7) Identify the specialized industries that developed in Chicago and Pittsburgh</p> <p>8) Identify Thomas Edison, Alexander Graham Bell, and Jane Addams</p> <p>9) Explain the importance of Hull House and other settlement houses</p> <p>10) Describe the role of political machines</p> <p>11) Describe the discrimination faced by Irish and Chinese</p>	<p>5) Students brainstorm what their lives would be like without electricity and telephones. Discuss Thomas Edison's and Alexander Graham Bell's inventions. Using Think, Pair, Share, students list at least three ways that telephones and electricity changed the lives of the people in the cities. Teacher led discussion of the impact of electricity and the telephone on industry.</p> <p>6) Teacher displays a photo of an early American city (New York, Pittsburgh, etc.). Students brainstorm to develop a list of challenges cities encountered, concentrating on tenements, ghettos, and political corruption.</p> <p>7) Using a photo of Jane Addams and Hull House and a journal excerpt about Hull House the class discusses the contributions settlement houses made to immigrants.</p>		
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	<p>8) Students locate Pittsburgh and Chicago on a United States map and illustrate the specialized industries that developed in the cities,</p> <p>9) Discuss the role of the Irish and Chinese in the building of the Transcontinental Railroad. Then discuss the discrimination against the Irish and Chinese.</p> <p>10) Students complete a Venn diagram comparing the discrimination against African Americans to that of the Irish and Chinese.</p> <p>11) Discussion of political machines and why they were willing to assist immigrants.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.4c

The student will demonstrate knowledge of how life changed after the Civil War by

c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Racial segregation Discrimination Jim Crow Laws Vocational education Political rights Civil rights Social rights</p> <p>2) Describe how “Jim Crow” laws fostered discrimination against African Americans after Reconstruction</p> <p>3) Compare the philosophies of Booker T. Washington and W.E.B. DuBois regarding rights for African Americans</p> <p>4) Identify when American Indians were granted United States citizenship</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students brainstorm examples of discrimination.</p> <p>3) Review the discrimination of Irish and Chinese (USII.4b).</p> <p>4) Assign students guided questions to answer while viewing the video, <i>Autobiography of Miss Jane Pittman</i> (administration approval required prior to use). Using student responses from the guided questions the class brainstorms an acceptable class list of responses. Link student responses to the vocabulary by providing specific examples from the video.</p>	<p>Video – <i>Autobiography of Miss Jane Pittman</i>.</p> <p>Photos</p> <p>Dictionaries</p> <p>Internet</p> <p>T-chart</p>	<p>USII.1a,b,c,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) State examples of how Jim Crow laws discriminated against African Americans</p>	<p>5) Teacher displays pictures of Washington and DuBois for a discussion of the differences in their philosophies on racial equality. Students develop a T chart contrasting the philosophies.</p> <p>6) Students create an advertisement supporting the philosophies of either Washington or Du Bois.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.4d

The student will demonstrate knowledge of how life changed after the Civil War by

d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Captains of Industry Agricultural Industrial Big business Mechanization Industrialization Raw materials</p> <p>2) Identify the reasons for the rise and prosperity of big businesses including railroads, oil, and steel</p> <p>3) Identify the three Captains of Industry and the business of each</p> <p>4) Discuss the factors supporting the growth of industry</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students brainstorm the factors that resulted in the growth of industry.</p> <p>3) Teacher led discussion of the economic reasons for the rise and prosperity of big business including the Captains of Industry. Show photos of the Captains of Industry and examples of their wealth.</p> <p>4) List 4-5 examples of farm mechanization (reaper, steel plow, etc.). Students brainstorm how these inventions changed farming. Teacher emphasizes increased production and reduced labor.</p>	<p>Photographs</p> <p>Flow Chart</p>	<p>USII.1b,c,f</p> <p>USII.2a</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Describe the events that fostered the change from an agrarian to an industrial society in America</p>	<p>5) Students develop a flow chart demonstrating change from an agrarian to an industrial society.</p> <p>6) Working in pairs or small groups, students research one of the Captains of Industry and create a poster of important information.</p> <p>7) Students complete card sort for the Captains of Industry.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.4e

The student will demonstrate knowledge of how life changed after the Civil War by

e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Industrialization Organized labor Progressive Movement Unions Strike Restrictions Suffrage Temperance</p> <p>2) Describe the negative effects of industrialization on labor</p> <p>3) Recognize efforts of labor to organize</p> <p>4) Identify the American Federation of Labor</p> <p>5) Identify the Homestead Strike</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) At the beginning of the unit assign students the creation of a political cartoon about the Progressive Movement workplace reform, labor unions, women’s suffrage or temperance movement. The cartoon will be due when the unit is completed.</p> <p>3) Teacher uses photos and literature excerpts to reveal the negative effects of industrialization.</p> <p>4) Teacher led discussion of the rise of organized labor including the American Federation of Labor and the Homestead Strike (steelworkers).</p>	<p>Photos</p> <p>Literature excerpts</p> <p>Examples of political cartoons</p> <p>18th and 19th amendments of the Constitution of the United States</p> <p>Triangle Factory Fire http://www.ilr.cornell.edu/trianglefire/</p>	<p>USII.1a,b,c,d</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Discuss the workplace reforms of the Progressive Movement</p> <p>7) Summarize how women gained the right to vote</p> <p>8) Identify the 19th Amendment, Susan B. Anthony, and Elizabeth Cady Stanton</p> <p>9) Summarize the efforts of the Temperance Movement</p> <p>10) Identify the 18th Amendment</p>	<p>5) Teacher reads an excerpt describing the Triangle Factory Fire (see Resource column) and shows pictures. Students Think, Pair, Share to generate a list of needed reforms. Mark those that were Progressive Movement workplace reforms.</p> <p>7) Teacher displays a Susan B. Anthony dollar coin and discusses why her picture was placed on the coin. Review and discuss the role of Susan B. Anthony in the Women's Suffrage Movement. Include Elizabeth Cady Stanton's role in the movement.</p> <p>8) Teacher proposes a voting issue for the class and does not allow girls to vote. Relate this to women not having the right to vote and the 19th amendment.</p> <p>9) Teacher led discussion of the temperance movement focusing on the 18th Amendment.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.5a

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

a) explaining the reasons for and results of the Spanish American War;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Spanish American War Rebels Yellow journalism Exaggerated “Big stick diplomacy” Internationalism Rough Riders</p> <p>2) Explain the reasons for the Spanish American War.</p> <p>3) Describe the results of the Spanish American War.</p> <p>4) Locate on a map: Cuba Havana Philippines Guam Puerto Rico.</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Class discussion of the reasons for the Spanish American War. Show and analyze examples of yellow journalism.</p> <p>3) Students label a map with Cuba, Havana, Philippines, Guam, and Puerto Rico.</p> <p>4) Students use the labeled map to star territorial gains of the United States.</p> <p>5) Discussion of results of the Spanish American War.</p> <p>6) Students write a newspaper article about the war using yellow journalism tactics.</p>	<p>Video: <i>As It Happened: The Spanish American War</i></p> <p>Maps</p> <p>Excerpts from primary sources</p> <p>Examples of Yellow Journalism</p> <p>Internet</p>	<p>USII.1a,c,d,f,h</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.5b

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Foreign policy Corollary International police power</p> <p>2) Identify the Monroe Doctrine</p> <p>3) Identify the Roosevelt Corollary</p> <p>4) Describe “Big Stick Diplomacy”</p> <p>5) Identify the Panama Canal and locate it on a World map.</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Teacher led discussion of the Monroe Doctrine.</p> <p>3) Discussion of the Roosevelt Corollary.</p> <p>4) Students complete a Venn diagram comparing the Monroe Doctrine and the Roosevelt Corollary.</p> <p>5) Using a blank outline world map, students label North America, South America, the Caribbean, Panama, and the Panama Canal.</p> <p>6) Students research the building of the Panama Canal.</p>	<p><i>Monroe Doctrine</i></p> <p><i>Roosevelt Corollary</i></p> <p>Maps</p> <p>TimeLine</p> <p>Political cartoons of the Roosevelt Corollary</p> <p>Venn diagram</p> <p>Internet</p>	<p>USI.7c (Monroe Doctrine)</p> <p>USII.1a,b,f</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Students write a history journal entry: "Roosevelt Corollary's Relationship to Today's Foreign Policy."</p> <p>8) Teacher shows political cartoons about the Roosevelt Corollary and leads a class discussion about the cartoons. Students then create a political cartoon of their own about the Roosevelt Corollary.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.5c

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

b) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Allies Central Powers League of Nations Isolationism Lusitania Military draft Neutrality Submarine Warfare Global Superpower Treaty of Versailles Trench warfare</p> <p>2) Explain the reasons the United States became involved in World War I</p> <p>3) Identify the Zimmerman Telegram</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students view the video <i>The Great War</i>, using only the beginning for the Assassination of Archduke Ferdinand. Follow with a teacher led discussion of the reasons the war developed.</p> <p>3) Students complete a timeline showing when and why each country entered the war.</p> <p>4) Students, using a world map, locate and color code the Allies and Central Powers.</p> <p>5) Class discussion of the Zimmerman Telegram</p>	<p><i>Children's History of the Twentieth Century</i> by D. K. Publishing, Inc.</p> <p>Video: <i>The Great War</i></p> <p><i>Century for Young People</i> by Peter Jennings and Todd Brewster, Published by Scholastic.</p> <p>Video: <i>All's Quiet on the Western Front</i></p> <p>World maps</p> <p>Copy of Wilson's Fourteen Points</p> <p>Copy of Treaty of Versailles</p> <p>TimeLine</p> <p>Photographs</p>	<p>USII.1a,c,d,f,h</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Locate the Allied powers of World War I on a world map</p> <p>5) List and locate on a world map the Central powers of World War I.</p> <p>6) Identify ways the United States provided leadership at the conclusion of World War I.</p> <p>7) Describe Woodrow Wilson's role in World War I and his plan for peace.</p>	<p>6) Using a copy of Wilson's Fourteen Points, teacher leads a discussion of the Fourteenth Point and the creation of the League of Nations.</p> <p>7) Teacher introduces the Treaty of Versailles as ending World War I, focusing on the problems left unsolved that would lead to World War II.</p> <p>8) Student debate topics: Should the United States have entered the war; Should the United States have approved the Treaty of Versailles and joined the League of Nations. Research topics: Russia leaving the war; why countries joined the side they did.</p> <p>9) Students view the remaining portions of The Great War video. Teacher leads a review discussion of reasons United States entered WWI and the outcome of the war.</p>		
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	<p>10) Students read and highlight information about the Zimmerman Telegram, place notes in an interactive notebook, and draw an illustration about the telegram in the interactive notebook.</p> <p>11) Interactive notebook activities for the Fourteen Points.</p> <p>12) Students write a diary entry about the sinking of the Lusitania.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.6a

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity and transportation (including the use of the automobile), communication, and electrification changed American life;**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Assembly Line Mobility Rural Suburban Urban Broadcast industry Electrification Mechanization Productivity Technology</p> <p>2) Describe the effect on industry of Henry Ford's invention of the assembly line</p> <p>3) Summarize the use of the assembly line in Henry Ford's production of the automobile</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students view the appropriate part of the video, <i>Decade (1920s)</i>.</p> <p>3) Students create a collage or mobile which depicts an invention and its results on society, or the inventor, focusing on automobile, telephone, airplane, electricity, broadcasting. Students could also make connections of past and present.</p> <p>4) Simulate assembly line production in the classroom. Discuss the advantages and disadvantages of this type of production.</p>	<p>Internet</p> <p><i>Children's History of the Twentieth Century</i> by D. K. Publishing, Inc.</p> <p><i>Century for Young People</i> by Peter Jennings and Todd Brewster, Published by Scholastic.</p> <p>Video: <i>Decade (1920s)</i></p> <p>Photos</p> <p>Materials for assembly line production</p>	<p>USII.1b,c,d</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Describe the results of the affordable automobile on American society</p> <p>5) Describe the rise of mechanization</p> <p>6) Describe the effect of the Wright Brothers' invention of the airplane</p> <p>7) Discuss the changes that telephones, radio, and the broadcast industry brought to the American public</p> <p>8) Explain how electrification changed American life</p>	<p>5) Students brainstorm the impact of the affordable automobile on American life.</p> <p>6) Students Think, Pair, share to identify ways that electrification changed American life.</p> <p>7) Students develop graphic organizers that depicts life before electricity and life after.</p> <p>8) Students create a paper airplane in class and test it for flight. Class discusses the Wright Brothers and the challenges and time of creating an invention.</p> <p>9) Students create a timeline.</p> <p>10) Teacher led class discussion of the ways changes in communications changed American lifestyle.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.6b

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

b) describing the social and economic changes that took place, including prohibition, and the Great Migration north and west;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Prohibition Bootleggers Speakeasies Great Migration Discrimination Organized crime Reforms</p> <p>2) Describe how prohibition came about and its effect on society</p> <p>3) Identify the 18th and 21st Amendments</p> <p>4) Explain why African Americans participated in the Great Migration</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students add to the classroom timeline.</p> <p>3) Class reviews the temperance movement from USII.4e. Teacher reads the 18th amendment and leads a discussion about the results of Prohibition, closing with the 21st Amendment.</p> <p>4) Students interpret political cartoons from the time period.</p> <p>5) Teacher uses photographs and diary entries to discuss the results of Prohibition and the Great Migration.</p>	<p>Political cartoons</p> <p>Constitution of the United States</p> <p><i>Children's History of the Twentieth Century</i> by D. K. Publishing, Inc.</p> <p><i>Century for Young People</i> by Peter Jennings and Todd Brewster, Published by Scholastic.</p> <p>Photos</p> <p>Primary sources-diary entries</p> <p>Internet</p>	<p>USII.1a,b,c,d,f,h</p> <p>USII.4e</p>

<p>5) Recognize the discrimination faced by African Americans in the north</p>	<p>6) Students write a letter to the editor taking a position on Prohibition.</p> <p>7) Students write a diary entry pretending they are part of the Great Migration.</p> <p>8) Students develop a comparison chart of discrimination practices in the north and south.</p> <p>9) Using a United States map, the teacher shows the cities that had great attraction for people during the Great Migration and leads a discussion of what features attracted people to those cities.</p>		<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.6c

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Harlem Renaissance Jazz Age Migrant worker Culture Composer Urban Novelist</p> <p>2) Identify the leaders in art, literature, and music in the 1920s and 1930s and their contributions</p> <p>3) Explain the evolution of the Harlem Renaissance</p> <p>4) Identify the Harlem Renaissance leaders and their contributions in art, music, and literature</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students add to the time line previously started.</p> <p>3) Teacher uses excerpts, photos, and music to discuss the cultural climate of the 1920s and 1930s.</p> <p>4) Teacher uses excerpts, photos, and music to lead a discussion of the Harlem Renaissance leaders.</p> <p>5) Students choose a cultural leader of the period and develop a poster based on Internet research of the leader. (Ensure coverage of all leaders)</p>	<p><i>Children’s History of the Twentieth Century</i> by D. K. Publishing, Inc.</p> <p><i>Century for Young People</i> by Peter Jennings and Todd Brewster, Published by Scholastic.</p> <p>Photos</p> <p>Music</p> <p>Internet</p> <p>Art works of Georgia O’Keeffe and Jacob Lawrence</p> <p>Literature of F. Scott Fitzgerald, John Steinbeck, and Langston Hughes</p>	<p>USII.1a,b,c,d</p>

	<p>6) Students research assigned cultural leaders of the 1920s and 1930s and give a class presentation.</p> <p>7) Students view art, read literature excerpts, and listen to music of the 1920s and 1930s including the Harlem Renaissance</p> <p>8) Card sort of the cultural leaders of the 1920s, 1930s, and Harlem Renaissance.</p> <p>9) Extended activity: Students compare the art, literature, and music of the Harlem Renaissance to the other cultural leaders of 1920s and 1930s.</p> <p>10) Extended activity: Students write a diary entry written from the perspective of a Harlem Renaissance cultural leader.</p>	<p>Music of Aaron Copeland, George Gershwin, Duke Ellington, Louis Armstrong and Bessie Smith</p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.6d

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Great Depression New Deal Stocks Overspeculation Collapse Federal Reserve System Tariff Social Security Farm assistance</p> <p>2) Explain the causes of the Great Depression.</p> <p>3) Describe the impact of the Great Depression on Americans.</p> <p>4) Identify the major features of the New Deal.</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students add to the timeline previously started.</p> <p>3) Teacher uses a mathematical example of buying stocks on margin to demonstrate the overspeculation on stocks and market crash. Use Monopoly game money for the demonstration.</p> <p>4) Teacher led discussion of the role of the Federal Reserve System (Central Bank), including the failure of the system to prevent the collapse of the banking system in the 1930s.</p>	<p>Monopoly game money</p> <p><i>Children's History of the Twentieth Century</i> by D. K. Publishing, Inc.</p> <p><i>Century for Young People</i> by Peter Jennings and Todd Brewster, Published by Scholastic.</p> <p>Photos</p> <p>Excerpts</p> <p>Music</p> <p>Lyrics – <i>Brother Can You Share A Dime</i></p> <p>Internet</p> <p>Interview Tapes</p>	<p>USII.1a,b,c,d</p> <p>CE.11d</p> <p>USI.9a</p>

	<p>5) Teacher reviews the term tariff and students brainstorm the positive and negative aspects of high tariffs focusing on the strangulation of international trade.</p> <p>6) Students role play a run on a bank.</p> <p>7) Distribute copies of the lyrics to <i>Brother Can You Spare A Dime</i>. Students study the words and write what the words tell about the Great Depression and the person in the lyrics.</p> <p>8) Using music, photos and excerpts, correlate the primary sources with the impacts discussed in the curriculum framework.</p> <p>9) Teacher led discussion of the major features of the New Deal relating them to local examples such as the Blue Ridge Parkway and current examples such as social security.</p>	<p>Video: <i>Great Depression</i></p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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	<p>10) Students view video: <i>The Decade Series – The Great Depression</i></p> <p>11) Guest speaker who experienced the Great Depression. If no speaker is available borrow taped interviews from Lynchburg College Center for Local History.</p> <p>12) Students complete graphic organizers for the causes of the Great Depression, Impact of the Great Depression on Americans, and the Major features of the New Deal</p>		<hr/>
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.7a

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Fascism Neutrality Political Instability Economic devastation Depression Inflation Dictator Axis Powers Allies Isolationism Aggressive Invasion</p> <p>2) Identify the causes of World War II.</p> <p>3) List and locate the countries of the Axis Powers</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students add to the time line activity.</p> <p>3) Students view video: <i>Decade (1940s)</i></p> <p>4) Student view video: <i>Why We Fight</i>.</p> <p>5) Divide students into groups to research different World War II leaders and create a poster which will be displayed in the classroom.</p> <p>6) Teacher led review of the treaty ending World War I and how it led to World War II. Students create a chart illustrating the causes of World War II.</p>	<p>Video: <i>Decades 1940s</i></p> <p>Video: <i>Why We Fight</i></p> <p>Photographs</p> <p>Patriotic music</p> <p>Posters</p> <p>Interview tapes from Lynchburg College</p> <p>Internet</p> <p>Maps</p> <p>Guest speaker</p> <p>Political cartoons</p>	<p>USII. 1a,b,c,d,f,h</p> <p>USII.5c</p> <p>USII.6d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) List and locate the countries of the Allies (Allied Powers)</p> <p>5) Identify the following people and their role in World War II: Adolph Hitler (Germany) Benito Mussolini (Italy) Hideki Tojo (Japan) Franklin D. Roosevelt (United States) Harry S. Truman (United States) Winston Churchill (Great Britain) Joseph Stalin (Soviet Union)</p> <p>6) Explain why the Soviet Union switched sides during World War II</p> <p>7) Examine and express how the rise of fascism affected world events following World War I.</p> <p>8) Trace the change in American policy from neutrality to involvement in World War II</p>	<p>7) Using a world map, students locate and color code the Allied and Axis Powers. Use the map to illustrate why Germany invaded the Soviet Union.</p> <p>8) Develop a time line for the period 1939-1941 showing America's change in policy from isolationism (review term) to declaring war.</p> <p>9) Students examine political cartoons, photographs, patriotic music, and posters of the time period to understand the gradual changes in the United States from isolationism to a declaration of war.</p> <p>10) Teacher uses a world map to discuss and demonstrate the Japanese aggression in East Asia and the attack on Pearl Harbor.</p> <p>11) Guest speaker or use interview tapes about World War II from Lynchburg College.</p>		
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<p>9) Recognize how Japanese aggression in East Asia resulted in the attack at Pearl Harbor</p>	<p>12) Students complete a flow chart for the causes leading to World War II and American entry into the war.</p>		
<p>10) Identify the importance of December 7, 1941 and the ensuing actions</p>	<p>13) Student research project: topics to include Fascist dictators, Allied leaders, Pearl Harbor, Japanese aggression, causes of the war</p>		

**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.7b

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

b) locating and describing the major events and turning points of the war in Europe and the Pacific;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Prejudice Discrimination Baltic nations Holocaust Battle of Britain Turning point D-Day Liberation Surrender Anti-Semitism Aryan supremacy Boycott Concentration camps Segregation Atomic bomb</p> <p>2) Recognize, discuss, and sequence the major events of World War II as listed in the Curriculum Framework</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Using maps and photographs, teacher leads a class discussion of how Europe erupted into World War II.</p> <p>3) Students create a World War II timeline.</p> <p>4) Students view a video: <i>1930s Decade</i> or the <i>Prelude to War</i> and discuss reasons for the eventual involvement of the United States in World War II.</p> <p>5) Teacher uses maps and photographs to discuss the turning points of World War II (Midway, D-Day, and Stalingrad).</p>	<p>Music of the time period</p> <p>Video: <i>Decade 1940s</i></p> <p>Video: <i>Prelude to War</i></p> <p>Photographs of the war</p> <p>Excerpts about the war</p> <p>Guest speakers</p> <p>Maps</p> <p>Theatre Four for information.</p> <p>Holocaust Museum</p> <p>T-Chart</p> <p>D-Day Memorial in Bedford, Virginia</p>	<p>USII.1a,c,d,f</p> <p>USII.7a</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Recognize, discuss, and sequence the eastern, western and Pacific turning points of World War II</p> <p>4) Explain the significance of the Holocaust (reference the Curriculum Framework)</p> <p>5) Locate the following on a world map: Germany Poland Soviet Union France Great Britain Caribbean United States Japan</p>	<p>6) Fieldtrip to D-Day Memorial in Bedford, VA.</p> <p>7) Guest speakers from the time period.</p> <p>8) Students label a world map with the Allied powers, Axis powers, turning points of the war, and the Caribbean.</p> <p>9) Teacher uses photographs and excerpts to discuss how Germany treated the Jews, including the Holocaust.</p> <p>10) Students develop posters or mobiles showing information such as the eruption of the war, turning points in the war, Holocaust, United States role in the war, bombing of Japan.</p> <p>11) Students simulate a radio broadcast of news events related to World War II.</p> <p>12) Students create a flow chart of the major events of World War II.</p>	<p>Historical Fiction: <i>Number the Stars</i> <i>Daniel's Story</i> <i>The Devil's Arithmetic</i></p>	
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	<p>13) Using maps, photographs, and excerpts, class discussion of the ending of the war with the bombing of Japan.</p> <p>14) Students develop a T chart comparing World War I with World War II.</p> <p>15) Students write a paragraph tracing the major events of World War II.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.7c

**The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
c) describing the impact of World War II on the home front.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Homefront Rationing Great Depression Conserving Racial barriers Defense plants Prejudice Discrimination Internment camps</p> <p>2) Recognize the relationship between the ending of the Great Depression and World War II.</p> <p>3) Explain the effect World War II had on American citizens, including women, African Americans, and Japanese Americans.</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students interview grandparents and other relatives/neighbors about the World War II time period and report their findings to the class.</p> <p>3) Students develop a stair-step diagram of the events that brought an end to the Great Depression.</p> <p>4) Students write journal entries from the perspective of an American citizen during the war.</p> <p>5) Teacher plays music from the war era.</p>	<p>The Center for History and Culture, Lynchburg College, 434-544-8458 (materials, oral history tapes, guest speakers, etc.)</p> <p>Music of the World War II era</p> <p>Community citizens</p> <p>Photographs of the World War II era</p>	<p>USII.1a,b,c,d,h</p> <p>USII.6d</p> <p>USII.7a,b</p>

<p>4) Identify Rosie the Riveter</p>	<p>7) Teacher uses photographs, internet, and excerpts to discuss the role of African Americans in the war including discriminatory treatment.</p> <p>8) Teacher uses photographs, internet, and excerpts to discuss the role of Japanese Americans in the war including discriminatory treatment.</p> <p>9) Students complete a T-chart comparing the American treatment of American Japanese to the Germany treatment of Jews.</p>		<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.8a (Consider teaching with USII.7c)

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: World superpower Postwar Marshall Plan United Nations Global Domination Economic instability Political instability Communism Partitioned Ally</p> <p>2) Describe the conditions of Europe after World War II</p> <p>3) Explain the efforts of the United States to rebuild Europe and Japan after World War II</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students develop an advertisement to promote the Marshall Plan in Europe.</p> <p>3) Students label a map depicting the division of Germany.</p> <p>4) Students compare a pre World War II map with a post World War II map.</p> <p>5) Students examine photographs to understand the destruction in Europe and Japan and the need for rebuilding.</p>	<p>Maps</p> <p>George Marshall Museum in Norfolk, Virginia</p> <p>George Marshall materials and displays, Virginia Military Institute</p> <p>Photographs of post-war Europe</p> <p>Excerpts from the era</p> <p>Internet</p>	<p>USII.1a,b,c,d</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Discuss the conflicting views of the United States and the Soviet Union in partitioning and governing Germany</p>	<p>6) Teacher led class discussion of the significance of the United Nations.</p> <p>7) Students write a paper about why the United Nations was successful and the League of Nations was not.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.8b

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

b) describing the conversion from a wartime to a peacetime economy;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Prosperity Expanding economy Rationing War materials Consumer goods Credit Workforce Labor unions</p> <p>2) Explain the reasons for the rapid growth of the American economy following World War II</p> <p>3) Explain the changing role of women in post World War II America</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students view the Decades Series video, parts or all.</p> <p>3) Students use a guided worksheet for using Web Quest to research the changing American economy after World War II.</p> <p>4) Think-Pair-Share activities to examine the changes in manufacturing/production, labor unions, workforce, women, credit, and technology.</p>	<p>Video: <i>Decade Series 1940a and 1950s</i></p> <p>Guided Worksheet</p> <p>Internet</p> <p>Timeline</p>	<p>USII.1a,b,c,d</p> <p>USII.7c</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students write a paragraph from the perspective of a woman describing her role in pre-World War II and the changes in post-World War II.</p> <p>6) Students research new consumer goods of the 1950s, the increased power of the labor unions, women reentering the workforce, or the rise of credit purchasing.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.8c

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban Missile Crisis, the collapse of communism in Europe, and the rise of new challenges;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Rivalry Ideology National security Cold War Communist Confrontations Divisiveness Dictatorial Containment Capitalist North Atlantic Treaty Organization (NATO) Warsaw Pact Aggression Stalemate Cuban Missile Crisis Domino Theory Blockade</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students complete a Venn diagram depicting the differences between the United States and the Soviet Union during this time period.</p> <p>3) Students label a map showing Soviet domination in Eastern Europe.</p> <p>4) Student label a post Cold War European map focusing on the breakup of the Soviet Union.</p> <p>5) Students add to the timelines.</p>	<p>Videos: <i>The Birth of the Cold War the Rise of Khrushchev</i> #T58105</p> <p><i>Cold War</i> #T58135</p> <p><i>Missiles of October</i> #T59119</p> <p><i>Korean War</i> #T59152</p> <p><i>Korea War at the 38th Parallel</i> #T59127</p> <p><i>Vietnam Chronicle of a War</i> #T58066</p> <p><i>US-Soviet Relations End of the Cold War</i> #T58175</p> <p><i>Fall of the Berlin Wall</i> #T59101</p>	<p>USII.1a,b,c,d,f</p> <p>USII.8a</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>Cease-fire agreement Berlin Wall Military intervention</p> <p>2) Identify the competing powers in the Cold War</p> <p>3) Explain major differences between the United States and the Soviet Union</p> <p>4) Explain the United States policy of Containment as it pertained to Korea, Cuba, and Vietnam</p> <p>5) Compare NATO and the Warsaw Pact</p> <p>6) Describe the collapse of communism in Europe including the breakup of the Soviet Union and the destruction of the Berlin Wall</p> <p>7) Identify new challenges of the post Cold War Era</p>	<p>6) Students label a world map showing NATO and Warsaw Pact countries.</p> <p>7) Teacher uses video excerpts, maps, and photographs to discuss the Korean Conflict, Cuban Missile Crisis, and Vietnam Conflict.</p> <p>8) Teacher uses video excerpts and photographs to discuss the collapse of communism in Europe.</p> <p>9) Students brainstorm the new challenges facing post Cold War Era.</p> <p>10) Students create graphic organizers for the Korean Conflict, the Vietnam Conflict, and the Cuban Missile Crisis.</p> <p>11) Students compare maps of the Soviet Union before the collapse of communism to maps of today.</p> <p>12) Teacher led discussion of the new challenges facing America after the Cold War.</p>	<p><i>Fall of Communism</i> #T58599</p> <p>Maps</p> <p>Internet</p> <p>Timeline</p> <p>Photographs</p> <p>United Streaming</p>	
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	<p>13) Students research newspapers and the Internet for articles about the new challenges facing America after the Cold War. Their findings are shared with the class.</p> <p>14) Class discussion connecting the new challenges facing America after the Cold War to more recent election issues.</p> <p>15) Plan a cross curricular discussion/activity of energy with the science teacher.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.8d

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following; Baby Boom Demographics Interstate Highway System Equal Opportunity Women’s Rights G.I. Bill of Rights Desegregation Minorities Veterans Civil rights</p> <p>2) Examine the factors (as listed in the Curriculum Framework) leading to changing patterns in United States society after World War II</p> <p>3) Identify factors creating a strong American economy after World War II</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students develop mobiles depicting the changing United States societal patterns after World War II.</p> <p>3) Students use guided questions for brainstorming the changing United States societal patterns.</p> <p>4) Students Think-Pair-Share the changing United States societal patterns.</p> <p>5) Teacher uses photographs and video excerpts to illustrate the changing patterns in post World War II United States society.</p>	<p>Guided Questions</p> <p>Photographs</p> <p>Video excerpts from the Decades Video Series</p> <p>Videos: <i>USA 1945-1952 #T58197</i> <i>USA 1953-1960 #T58173</i> <i>USA 1961-1975 #T58172</i> <i>USA 1976-1985 #T58171</i></p> <p>Internet</p> <p>Excerpts from books previously listed.</p> <p>Community citizens</p> <p>Lynchburg College Center for the History and Culture of Central Virginia</p>	<p>USII.1a,b,c,d,h</p> <p>USII.8c</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Identify the evolving role of women and the role of Eleanor Roosevelt's in expanding women's rights</p> <p>5) Recognize policies and programs that expanded educational and employment opportunities for veterans, women, and minorities</p>	<p>6) Teacher led class discussion of the role of Eleanor Roosevelt in expanding women's rights.</p> <p>7) Student research reports about the changing patterns of society.</p> <p>8) Students interview grandparents and other relatives/neighbors about the desegregation in the United States armed forces, civil rights legislation, and GI Bill of Rights. Students write a newspaper article as a follow up to the interviews.</p> <p>9) Guest speaker for the time period.</p> <p>10) Students brainstorm the effects of the "Baby Boom" on the American economy.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.8e

**The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
e) describing how international trade and globalization have impacted American life.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Globalization Interdependence Outsourcing of jobs Costs and benefits Intended consequences Unintended consequences Positive incentive Negative incentive Integration Telecommunications</p> <p>2) Describe the impact of globalization on American life</p> <p>3) Explain how globalization leads to increased integration of societies</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Teacher led discuss of the term globalization.</p> <p>3) Students brainstorm examples of globalization.</p> <p>4) Students Think-Pair-Share why companies would outsource jobs.</p> <p>5) Students create a mobile to show ways globalization has changed American life.</p> <p>6) Students complete a cost/benefit chart about globalization.</p> <p>7) Students write a paragraph about the impact of globalization on their lives.</p>	<p>Internet</p> <p>Materials to make mobile</p> <p>Cost/benefit chart</p>	<p>USII.1b,i</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>8) In pairs students brainstorm ways different societies have been integrated by globalization. A class list is compiled.</p> <p>9) Students create posters to show ways societies have been integrated by globalization.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.9a

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

a) examining the Civil Rights Movement and the changing role of women;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Discuss the effects of segregation on American society</p> <p>2) Compare the outcomes of Plessy v. Ferguson to Brown v. Board of Education</p> <p>3) Describe the roles of Rosa Parks, Martin Luther King, Jr., and the National Association for the Advancement of Colored People (NAACP) in the Civil Rights Movement</p> <p>4) Describe different techniques used by groups in the Civil Rights Movement to gain equality</p> <p>5) Identify workplace disadvantages for women</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students view and discuss excerpts from videos about the time period and teacher follows up with a class discussion.</p> <p>3) Students develop a T-Chart comparing <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i>.</p> <p>4) Teacher plays a tape of the <i>I Have a Dream Speech</i> and students write a reaction paragraph.</p> <p>5) Students develop a timeline poster of the Civil Rights Movement from 1954 to 1968.</p>	<p>Videos: <i>A Time for Justice America's Civil Rights Movement</i> #T58062</p> <p><i>Legacy of a Dream: Martin Luther King, Jr.</i>#T58039</p> <p><i>Martin Luther King: Commemorative Collection</i> #T58160</p> <p><i>Eye on the Prize</i> (located at Monelison Middle School)</p> <p><i>Scholastic Scope</i> and <i>Scholastic Action</i> articles</p> <p>Virginia Pathways Series – <i>Civil Rights Parts 1 and 2</i> (PBS Educational Programming)</p> <p>Lynchburg Civil Rights Museum</p>	<p>USII.1a,b,c,d,h,i</p> <p>USII.6b,c</p> <p>USII.8b,d</p> <p>USII.4c,e</p>

<p>6) Define the following: Civil Rights Movement Activists Public facilities Segregation Boycott Social isolation of races Separate but Equal Passive Resistance Desegregation Freedom Riders Sit-ins Marches National Association for the Advancement of Colored People (NAACP) Civil Rights Act of 1964 Voting Rights Act of 1965 Brown v. Board of Education Plessy v. Ferguson National Organization for Women (NOW) Equal Rights Amendment Montgomery Bus Boycott</p> <p>7) Summarize actions that were taken to improve conditions for women</p>	<p>6) Teacher uses photographs and firsthand accounts to discuss the effects of segregation on American society.</p> <p>7) Class develops a comparison chart depicting changes of the role of women from pre World War II, to post World War II and to the present.</p> <p>8) Students research the changes in women’s job opportunities, wages/salaries, and working conditions since World War II, including the role of ERA and NOW.</p> <p>9) Students create a timeline showing the major events in the Women’s Rights Movement. They compare the timelines of the Civil Rights Movement and the Women’s Rights Movement.</p> <p>10) Guest Speaker about the Civil Rights Movement.</p>	<p>Internet</p> <p>Timeline</p> <p>Photographs</p> <p>Excerpts</p> <p>Guest speakers</p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.9b

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Interstate Highway System Satellite System Telecommunications Domestic International News Media Regional Variation</p> <p>2) Identify industries that benefited from new technology.</p> <p>3) Recognize the impact new technologies had on American life.</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Given a list of industries from the Curriculum Framework students will Think, Pair, Share how the industry benefited from new technology.</p> <p>3) Students create posters or brochures that advertise new technologies.</p> <p>4) Students choose a new technology and write a paragraph explaining what life would be like without the technology. Students may choose to explain the new technology as a historical character such as Benjamin Franklin.</p>	<p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Business Ads</p> <p>Photographs</p>	<p>USII.1b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Teacher led class discussion of the impact of technology, as listed in the Curriculum Framework, on American life.</p> <p>6) Students play I Spy at home to identify ways that technology has affected their lives. Results are shared and discussed in class.</p> <p>7) Students create a collage of new technologies.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.9c

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

- c) identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically;**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following terms: Plasma Franchising</p> <p>2) Explain the impact the following citizens have had on America: Charles Drew J. Robert Oppenheimer Frank Lloyd Wright Martha Graham Henry Louis Gates Maya Angelou Bill Gates Ray Kroc</p> <p>3) Identify the Manhattan Project</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students complete a card sort of the citizens and their contributions.</p> <p>3) Students choose a citizen, research the contributions, and write a report for classroom presentations.</p> <p>4) Students view and analyze photos of Frank Lloyd Wright's architecture.</p> <p>5) Students use the citizens' contributions to play charades.</p> <p>6) Students enact a "Who Am I" dramatization of an influential American.</p>	<p>Internet</p> <p>Photos</p> <p>United Streaming</p>	<p>USII.1a</p> <p>USII.6c</p> <p>USII.7b</p> <p>USII.9b</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Recognize examples of Frank Lloyd Wright's architecture</p>	<p>7) Using a picture chart students glue contribution descriptions under the correct picture.</p> <p>8) Students compare the contributions of these citizens with the citizens in SOL USII.6c.</p> <p>9) Using the Jigsaw concept students create an influential Americans book. Teacher created porta-portal website of the people to be used in the Jigsaw.</p>		
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**Amherst County Public Schools
United States History: 1865 to the Present Curriculum**

SOL: USII.9d

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
b) examining American foreign policy, immigration, the global environment, and other emerging issues.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Terrorist activity Immigration patterns Global climate change Global pandemic</p> <p>2) Identify key and international issues influencing American foreign policy</p> <p>3) Discuss changing immigration patterns in the United States since 1960</p> <p>4) Discuss key global environmental issues</p>	<p>1) Students add vocabulary definitions to notebooks.</p> <p>2) Students brainstorm issues that could lead to changing relationships among nations. Class discussion of terrorist activity around the world. Class discussion of the continuing conflicts in the Middle East.</p> <p>3) Students research the Internet and develop a bar graph depicting the changes in American immigration patterns since 1965.</p> <p>4) Students create posters supporting protection of the global environment.</p> <p>5) Card sort of USII.9d issues into correct category.</p>	<p>Internet</p> <p>Photographs</p>	<p>USII.1b,i</p> <hr/> <p>Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students analyze foreign policy political cartoons.</p> <p>7) Students create graphic organizers of the content in SOL USII.9d.</p> <p>8) Teacher-made Power Point presentation of SOL USII.9d content.</p> <p>9) Student research reports on topics in SOL USII.9d.</p> <p>10) Students create Power Point presentation about a topic from SOL USII.9d.</p>		
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