

Grade 6

United States History: 1865 to the Present

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes.

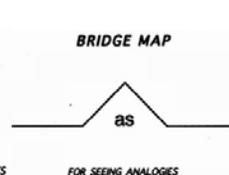
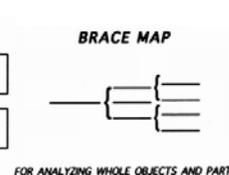
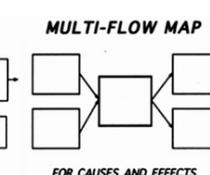
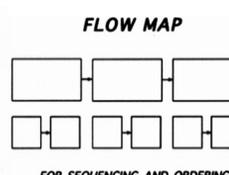
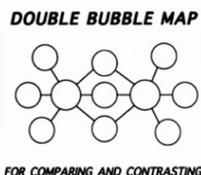
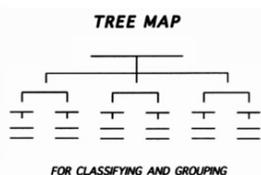
The study of history must emphasize the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

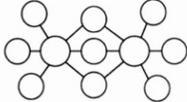
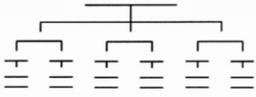
Skills

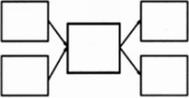
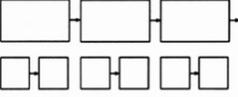
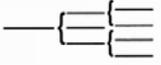
USH.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
- analyzing and interpreting geographic information to determine patterns and trends in United States history;
- interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
- using evidence to draw conclusions and make generalizations
- comparing and contrasting historical, cultural, and political perspectives in United States history;
- determining relationships with multiple causes or effects in United States history;
- explaining connections across time and place;
- using a decision-making model to identify costs and benefits of a specific choice made;
- identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- investigating and researching to develop products orally and in writing.

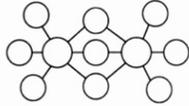
Thinking Map Images for Copying and Pasting



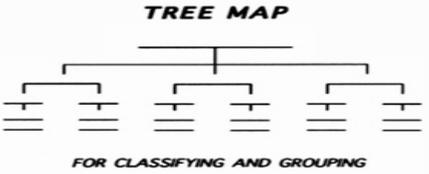
	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q 1	<p>USII.2a The student will use maps, globes, photographs, pictures, or tables for a) explaining how physical features and climate influenced the movement of people westward;</p> <p>During the nineteenth century, people's perceptions and use of the Great Plains changed.</p> <p>Technological advances allowed people to live in more challenging environments.</p>	<p>Physical features and climate of the Great Plains:</p> <ul style="list-style-type: none"> - Flatlands that rise gradually from east to west - Land eroded by wind and water - Low rainfall - Frequent dust storms <p>Because of new technologies, people saw the Great Plains not as a "treeless wasteland" but as a vast area to be settled.</p> <p>Inventions:</p> <ul style="list-style-type: none"> - Barbed Wire - Steel Plows - Windmills - Railroads <p>Adaptations:</p> <ul style="list-style-type: none"> - Dry Farming - Sod Houses - Beef Cattle - Wheat Farming 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p> <p>EX: Great Plains Map - showing the difference and overlap of the Midwest and Great Plains.</p> <div style="text-align: center;"> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p> </div> <p>Physical features and Climate of the Great Plains</p> <div style="text-align: center;"> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> </div> <p>Midwest vs. Great Plains</p> <div style="text-align: center;"> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> </div> <p>Inventions and Adaptations</p>	<p>Hawkins 2A Folder</p> <p>Kurko 2A Folder</p> <p>Homesteading 70 years on the Great Plains - video</p>  <p>Great Plains Model</p> <p>Dakota Land song -have students highlight physical features of the Great Plains on a transcript of the song.</p>

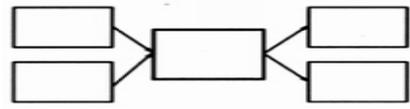
		<p>MULTI-FLOW MAP</p>  <p>FOR CAUSES AND EFFECTS</p>	
<p>USII.2 The student will use maps, globes, photographs, pictures, or tables for b) explaining relationships among natural resources, transportation, and industrial development after 1865;</p> <p>Transportation linked resources, products, and markets.</p> <p>Manufacturing areas were clustered near centers of population.</p>	<p>Transportation resources:</p> <ul style="list-style-type: none"> - Moving natural resources to eastern factories, example (iron ore to steel mills) - Transporting finished products to national markets - Factories were located near rivers and railroads to move resources and finished goods to markets <p>Examples of manufacturing areas:</p> <ul style="list-style-type: none"> - Textile industry: New England - Automobile industry: Detroit - Steel industry: Pittsburgh - Meat Packing industry: Chicago 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p> <p>Growth of Cities Flow Chart</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>Transportation of Resources Resources to Products to Markets</p>	<p>Hawkins 2B Folder</p> <p>Kurko 2B Folder</p> <p>Transportation of Resources short quiz</p>
<p>STANDARD USII.2c</p> <p>USII.2 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.</p> <p>A state is an example of a political region. States may be grouped as part of different</p>	<p>States grouped by geographic region:</p> <p>Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania</p> <p>Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas</p>	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history:</p> <p>EX:</p> <p>BRACE MAP</p>  <p>FOR ANALYZING WHOLE OBJECTS AND PARTS</p> <p>Regions - States - Cities</p>	<p>Hawkins 2C Folder</p> <p>Kurko 2C Information</p> <p>SOL 2c - SOL Pass</p> <p>SOL 2c - SOL Pass Games</p> <p>Animaniacs States - video</p>

<p>regions, depending upon the criteria used.</p>	<p>Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota</p> <p>Southwest: Texas, Oklahoma, New Mexico, Arizona</p> <p>Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho</p> <p>Pacific: Washington, Oregon, California</p> <p>Noncontiguous: Alaska, Hawaii</p>	<p>EX: Gif. Map of the United States with Questions</p>	
<p>Cities serve as centers of trade and have political, economic, and/or cultural significance</p>	<p>Cities:</p> <p>Northeast: New York, Boston, Pittsburgh, Philadelphia</p> <p>Southeast: Washington, D.C., Atlanta, New Orleans</p> <p>Midwest: Chicago, St. Louis, Detroit</p> <p>Southwest: San Antonio, Santa Fe</p> <p>Western (Rocky Mountains): Denver, Salt Lake City</p> <p>Pacific: San Francisco, Los Angeles, Seattle</p> <p>Noncontiguous: Juneau, Honolulu</p>		

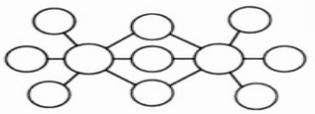
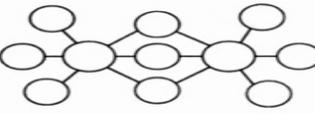
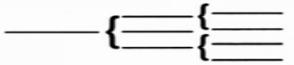
<p>STANDARD USII.3a USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;</p> <p>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</p>	<p>Basic provisions of the Amendments:</p> <ul style="list-style-type: none"> - The 13th Amendment bans slavery in the United States and all of its territories. - The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law. - The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude. <p>Although these three amendments guarantee equal protection under the law for all citizens., American Indians and women did not receive the full benefits of citizenship until later.</p>	<p>1d) using evidence to draw conclusions and make generalizations: Reconstruction Amendment Analysis</p> <p>1e) comparing and contrasting historical, cultural, and political perspectives in United States history; DOUBLE BUBBLE MAP</p>  <p><small>FOR COMPARING AND CONTRASTING</small></p> <p>Freedmen v. Southern Opinion</p> <p>1h)using a decision-making model to identify costs and benefits of a specific choice made; Amendments Chart - pg.11 Curriculum Framework</p> <p>1i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; Amendments and Citizenship</p>	<p>Kurko 3A Folder</p> <p>Hawkins 3A Folder</p> <p>Reconstruction Amendments - SlideShare</p>
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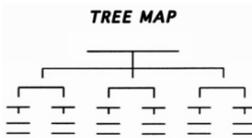
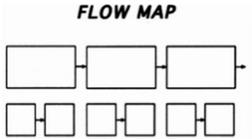
<p>STANDARD USII.3b USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by b) describing the impact of Reconstruction policies on the South and North;</p> <p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to define the means by which all Southerners could live together equally.</p>	<p>Reconstruction policies and problems:</p> <ul style="list-style-type: none"> - Southern military leaders could not hold office. - African Americans could hold public office. - African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of northern soldiers for its enforcement. - Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.- Federal troops supervised the South. - The Freedmen’s Bureau was established to aid former enslaved African Americans in the South. - Southerners resented Northern “carpetbaggers,” some of whom took advantage of the South during Reconstruction. <p>End of Reconstruction and its Impact:</p> <ul style="list-style-type: none"> - Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876. - Federal troops were removed from the South. - Rights that African Americans had gained were lost through “Jim Crow” laws. - “Jim Crow” laws impacted the rights of American Indians. 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history: Reconstruction Movement</p> <p>1e) comparing and contrasting historical, cultural, and political perspectives in United States history; EX :Perspective Chart</p> <p>1g) explaining connections across time and place; EX: RAFT Activity</p>	<p>Kurko 3b folder</p> <p>Hawkins 3b folder</p> <p>Black Codes Video</p> <p>Reconstruction Policies - SlideShare</p>
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<p>STANDARD USII.3c USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.</p> <p>The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.</p>	<p>Abraham Lincoln:</p> <ul style="list-style-type: none"> - Reconstruction plan calling for reconciliation - Preservation of the Union was more important than punishing the South <p>Robert E. Lee:</p> <ul style="list-style-type: none"> - Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight <p>Frederick Douglass:</p> <ul style="list-style-type: none"> - Fought for adoption of constitutional amendments that guaranteed voting rights - Was a powerful voice for human rights and civil liberties for all 	<p>1e) comparing and contrasting historical, cultural, and political perspectives in United States history; EX: Reconstruction Leader's Perspective</p>  <p>Lincoln - Lee - Douglass</p>	<p>Kurko 3c folder</p> <p>Hawkins 3C Folder</p> <p>Abraham Lincoln - Animated Heros</p> <p>Reconstruction Leaders - SlideShare</p>
<p>STANDARD USII.4a USII.4 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;</p> <p>New opportunities and technological advances led to westward migration following the Civil War.</p> <p>Westward expansion had an impact on the lifestyle of the American Indian.</p>	<p>Reasons for increase in westward expansion:</p> <ul style="list-style-type: none"> - Opportunities for land ownership - Technological advances, including the Transcontinental Railroad - Possibility of obtaining wealth, created by the discovery of gold and silver - Desire for adventure - Desire for a new beginning for former enslaved African Americans <p>Impact on American Indians:</p> <ul style="list-style-type: none"> - Opposition by American Indians 	<p>1e) comparing and contrasting historical, cultural, and political perspectives in United States history; EX: argue/discuss the settlers', American Indians', and governments view of expanding out West.</p> <p>1f) determining relationships with multiple causes or effects in United States history; EX: RAFT for the different reasons people moved out West.</p> <p>1g) explaining connections across</p>	<p>Kurko 4A Folder</p> <p>Hawkins 4A Folder</p> <p>Crash Course video - Wild West</p> <p>Landrace - Homestead</p>

	<p>to westward expansion (Battle of Little Bighorn, Geronimo)</p> <ul style="list-style-type: none"> - Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé, Sitting Bull) - Reduced population through warfare (Battle of Wounded Knee), and disease, and reduced buffalo population - Assimilation attempts and lifestyle changes (American Indian boarding schools, Dawes Act) - Reduced American Indian homelands through treaties that were broken 	<p>time and place;** EX: Diary Entry - African American justifying moving west.</p> <p style="text-align: center;">BRIDGE MAP</p>  <p style="text-align: center;">FOR SEEING ANALOGIES</p> <p>Leaders to Tribes / Affiliations</p>	
<p>STANDARD USII.4b USII.4 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;</p> <p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Social and technological changes presented challenges in urban areas.</p>	<p>Reasons for the increase in immigration:</p> <ul style="list-style-type: none"> - Hope for better opportunities - Desire for religious freedom - Escape from oppressive governments - Desire for adventure <p>Reasons why cities grew and developed:</p> <ul style="list-style-type: none"> - Specialized industries, including steel (Pittsburgh) and meat packing (Chicago) - Immigration to America from other countries - Movement of Americans from rural to urban areas for job opportunities <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p>	<p>1d) using evidence to draw conclusions and make generalizations; Irish Immigration Letters: -Primary sources with critical thinking questions meant to lead students to overlapping generalizations.</p> <p>1f) determining relationships with multiple causes or effects in United States history;</p> <p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;">FOR CAUSES AND EFFECTS</p> <p>Cause (immigration) / Effect (tenements)</p>	<p>Kurko 4B Folder</p> <p>Hawkins 4B Folder</p> <p>Great American Melting Pot - video</p> <p>No Irish Need Apply - song transcript No Irish Need Apply - audio</p> <p>Coming to America - New York's Immigrants - video</p> <p>Urban Transformation - video</p> <p>Tenement Shoebox Project: -each person builds one apartment (with a shoebox) and then you glue them together to show the "quality" of a tenement.</p> <p>American Tale - check library or purchase (students identify</p>

		<p>Efforts to solve immigration problems:</p> <ul style="list-style-type: none"> - Settlement houses, such as Hull House founded by Jane Addams - Political machines that gained power by attending to the needs of new immigrants (e.g., Boss Tweed, jobs, housing) <p>Discrimination against immigrants:</p> <ul style="list-style-type: none"> - Chinese - Irish - Jewish - Italian - Polish <p>Challenges faced by cities:</p> <ul style="list-style-type: none"> - Tenements and ghettos - Political corruption (political machines) 		<p>reasons for immigration)</p> <p>Immigration - SlideShare</p>
	<p>STANDARD USII.4c USII.4 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;</p> <p>Discrimination against African Americans and minority groups continued after Reconstruction. “Jim Crow” laws institutionalized a system of legal segregation.</p>	<p>Racial segregation:</p> <ul style="list-style-type: none"> - Based upon race - Directed primarily against African Americans, but other groups also were kept segregated - Chinese Exclusion Act (1882) provided an absolute 10-year moratorium (halt) on Chinese labor immigration - American Indians were not considered citizens until 1924 <p>“Jim Crow” laws:</p> <ul style="list-style-type: none"> - Passed to discriminate against African Americans - Made discrimination practices legal in many communities and states - Were characterized by unequal opportunities in housing, work, 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history: Segregation Map by states - law requirement Shows the different degrees of segregation based on states. Have students explain why each state may have had certain levels of segregation based on the location of the states.</p> <p>1g) explaining connections across time and place;** EX: Comparing and contrasting the progress of the African American community since the 13th</p>	<p>Kurko 4C Folder</p> <p>Hawkins 4C Folder</p> <p>School Segregation map by states - Plessy v. Ferguson</p> <p>Chinese Exclusion Act Lesson Plan</p> <p>W.E.B, DuBois Newspaper</p> <p>Jim Crow - SlideShow</p>

<p>African Americans differed in their responses to discrimination and “Jim Crow.”</p>	<p>education, and government</p> <ul style="list-style-type: none"> - Upheld by the Supreme Court in Plessy vs Ferguson <p>African American responses:</p> <ul style="list-style-type: none"> - Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation - W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida Wells Barnett. 	<p>Amendment: what has improved, what issues African Americans still face.</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>Differences and similarities between the Reconstruction Era and the Jim Crow Era</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>Booker T. Washington v. W.E.B. DuBois</p>	
<p>STANDARD USII.4d USII.4 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;</p> <p>Between the Civil War and World War I, the United States was transformed from primarily an agricultural society into one based on manufacturing and services.</p> <p>Inventions had both positive and negative effects on</p>	<p>Inventions that contributed to great change and industrial growth:</p> <ul style="list-style-type: none"> - Electric lighting and mechanical uses of electricity (Thomas Edison) - Telephone service - Railroads, which permitted large scale, long distance transport of goods <p>Rise of Big Business led by Captains of Industry:</p> <ul style="list-style-type: none"> - Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking) <p>Reasons for business growth:</p> <ul style="list-style-type: none"> - National markets created by transportation advances 	<p>1d) using evidence to draw conclusions and make generalizations; Big Businessmen Twitter: students make a Twitter post as one of the Captains of Industry. Emphasize how they use industrialization on their factories.</p> <p>BRACE MAP</p>  <p>FOR ANALYZING WHOLE OBJECTS AND PARTS</p> <p>Captains of Industry to Names to What they Influenced.</p> <p>1h) using a decision-making model to identify costs and benefits of a</p>	<p>Kurko 4D Folder</p> <p>Hawkins 4D Folder</p> <p>Thomas Edison - video</p> <p>Alexander Graham Bell - video</p> <p>Industrialization- SlideShare</p>

<p>society.</p>	<ul style="list-style-type: none"> - Advertising - Lower-cost production (assembly line) - Lack of competition (monopolies and trusts) <p>Factors that promoted industrial growth in America:</p> <ul style="list-style-type: none"> - Access to raw materials and energy sources - Large work force (due to immigration) - New inventions - Financial resources <p>Examples of big business:</p> <ul style="list-style-type: none"> - Railroads - Oil - Steel - Coal <p>Postwar changes in farm and city life:</p> <ul style="list-style-type: none"> - Mechanization (e.g., the reaper) reduced farm labor needs and increased production. - Industrial development in cities created increased labor needs. - Industrialization provided new access to consumer goods (e.g., mail order). 	<p>specific choice made; Pros and Cons of Mechanization - pg. 11 on this link</p> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> <p>Captains of industry</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>Interactive flowchart -(students are given cards eventually moving from agricultural to industrial society in front of the class)</p>	
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	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q 2	STANDARD USII.4e USII.4 The student will	Negative effects of industrialization:	1d) using evidence to draw conclusions and make	Kurko 4E Folder

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.

The effects of industrialization and the Progressive Movement led to reforms.

- Child labor
- Low wages, long hours
- Unsafe working conditions
- Impact on the environment
- Monopolies
- Triangle Shirtwaist Factory Fire

Rise of organized labor:

- Formation of unions: Growth of American Federation of Labor
- Strikes: Homestead Strike, Pullman Strike

Progressive Movement workplace reforms:

- Improved safety conditions
- Reduced work hours
- Placed restrictions on child labor

Women's suffrage:

- Increased educational opportunities
- Attained voting rights
- Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.
- Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women's suffrage.

Temperance movement:

- Composed of groups opposed to the making and consuming of alcohol

generalizations;
[18th Amendment Analysis](#)

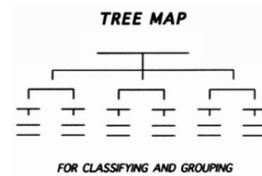
1g) explaining connections across time and place:

[Modern Day Child Labor Pie Graph](#)

emphasize the why certain areas of the world still have child labor and what issues they face.

1h) using a decision-making model to identify costs and benefits of a specific choice made;

[Progressive Movement Poster](#)



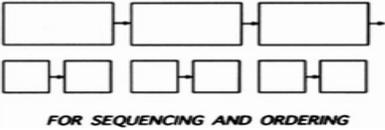
Movements

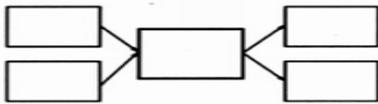
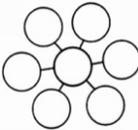
[Hawkins 4E Folder](#)

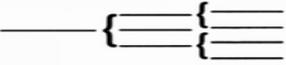
[Triangle Shirtwaist Factory Fire - video](#): contains survivor testimony

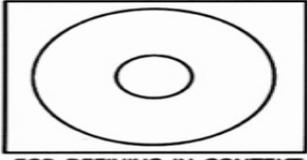
[Lady Gaga Suffrage video](#)

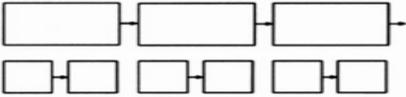
[Progressive Movement SlideShare](#)

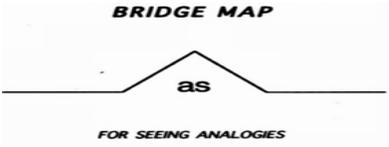
	<ul style="list-style-type: none"> - Supported legislation to ban alcohol 		
<p>STANDARD USII.5a USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</p> <p>a) explaining the reasons for and results of the Spanish American War;</p> <p>The United States emerged as a world power as a result of victory over Spain in the Spanish American War.</p> <p>Economic interests and public opinion often influence United States involvement in international affairs.</p>	<p>Reasons for the Spanish American War:</p> <ul style="list-style-type: none"> - Protection of American business interests in Cuba - American support of Cuban rebels to gain independence from Spain - Rising tensions between Spain and the United States as a result of the sinking of the <i>USS Maine</i> in Havana Harbor - Exaggerated news reports of events (yellow journalism) <p>Results of the Spanish American War:</p> <ul style="list-style-type: none"> - The United States emerged as a world power. - Cuba gained independence from Spain. - The United States gained possession of the Philippines, Guam, and Puerto Rico. 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history: EX: Have students identify territory acquired by the United States after the Spanish-American War and how these islands could have changed the role of the United States in the world (superpower status / Roosevelt Corollary / colonization).</p> <p>1d) using evidence to draw conclusions and make generalizations:</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>History of the Spanish-American War.</p> <p>Use the Flow map to pull out details regarding the beginning, middle, and results of the Spanish-American War,</p> <p>1f) determining relationships with multiple causes or effects in United States history;</p>	<p>Kurko 5A Folder</p> <p>Hawkins 5A Folder</p> <p>Burial of the Victims of the USS Maine - video</p> <p>Wreck of the Battleship Maine - video</p> <p>Roosevelt's Rough Riders - video</p> <p>Theatrical Charge up San Juan Hill - video</p> <p>Spanish-American War - SlideShare</p>

			<p style="text-align: center;">MULTI-FLOW MAP</p>  <p style="text-align: center;">FOR CAUSES AND EFFECTS</p> <p>Reasons and Results of the Spanish-American War</p>	
<p>STANDARD USII.5b USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</p> <p>b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;</p> <p>Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.</p>	<p>Use of Big Stick Diplomacy:</p> <ul style="list-style-type: none"> - Example: building the Panama Canal - Grew the United States Navy as a show of American power - Added the Roosevelt Corollary to the Monroe Doctrine - Europe was warned not to interfere in the affairs of the Western Hemisphere; the United States would exercise “international police power” in the Americas. - Asserted the right of the United States to interfere in the economic matters of other nations in the Americas 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history: US Intervention in the Western Hemisphere: -emphasize why the United States would have intervened on certain areas of the map.</p> <p>1d) using evidence to draw conclusions and make generalizations; Roosevelt Corollary document with political cartoon</p> <p style="text-align: center;">BUBBLE MAP</p>  <p style="text-align: center;">FOR DESCRIBING USING ADJECTIVES</p> <p>Big Stick Diplomacy</p>	<p>Kurko 5B Folder</p> <p>Hawkins 5B Folder</p> <p>Roosevelt Corollary - video</p> <p>Animaniacs Panama Canal - video</p>	
<p>STANDARD USII.5c USII.5 The student will demonstrate knowledge of the changing role of the United</p>	<p>Reasons for United States involvement in World War I:</p> <ul style="list-style-type: none"> - German submarine warfare: Sinking of the <i>Lusitania</i> 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history:</p>	<p>Kurko 5C Folder</p> <p>Hawkins 5C Folder</p> <p>Trench Warfare and Weapons</p>	

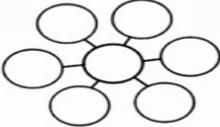
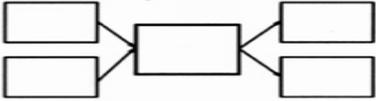
<p>States from the late nineteenth century through World War I by c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.</p> <p>The United States' involvement in World War I set the stage for the United States to emerge as a global superpower later in the twentieth century.</p>	<ul style="list-style-type: none"> - Inability to remain neutral - United States economic and political ties to Great Britain - The Zimmermann Telegram <p>Major Allied Powers:</p> <ul style="list-style-type: none"> - British Empire - France - Russia (until 1917) - Serbia - Belgium - United States <p>Central Powers:</p> <ul style="list-style-type: none"> - German Empire - Austro-Hungarian Empire - Bulgaria - Ottoman Empire <p>United States leadership as the war ended:</p> <ul style="list-style-type: none"> - At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization. - The United States Senate did not ratify the Treaty of Versailles because of a desire to resume prewar isolationism. The United States did not become a member of the League of Nations. 	<p>Map of Europe Before and After World War I;</p> <p>-have students analyze why the map of Europe changed the way it did after the Treaty of Versailles.</p> <p>1f) determining relationships with multiple causes or effects in United States history;</p> <p style="text-align: center;">BRACE MAP</p>  <p style="text-align: center;"><small>FOR ANALYZING WHOLE OBJECTS AND PARTS</small></p> <p>Causes to Specific Causes to details about each cause</p> <p>EX: Anti-German U-Boat Propaganda - determine what would have brought about this sort of propaganda in the United States</p> <p>1g) explaining connections across time and place;</p> <p>Rise of Fascism through the Treaty of Versailles;</p> <p>How World War I and the Treaty of Versailles were causes of World War II.</p>	<p>Life of a Soldier</p> <p>Copies of the Zimmerman Telegram with and without Enigma Code</p> <p>Zimmerman Map</p> <p>Woodrow Wilson gets rejected by the Senate</p> <p>World War I - SlideShare</p>
<p>STANDARD USII.6a USII.6 The student will</p>	<p>Results of improved transportation brought about by affordable automobiles:</p>	<p>1g) explaining connections across time and place;</p>	<p>Kurko 6A Folder</p> <p>Hawkins 6A Folder</p>

<p>demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;</p> <p>Technology extended progress into all areas of American life, including neglected rural areas.</p>	<ul style="list-style-type: none"> - Greater mobility - Creation of jobs - Growth of transportation-related industries (road construction, oil, steel, automobile) - Movement to suburban areas <p>Invention of the airplane:</p> <ul style="list-style-type: none"> - The Wright brothers <p>Use of the assembly line:</p> <ul style="list-style-type: none"> - Henry Ford, automobile - Rise of mechanization <p>Communication changes:</p> <ul style="list-style-type: none"> - Development of telephone (Alexander Graham Bell), increased availability of telephones - Development of the radio and broadcast industry - Development of the movies <p>Ways electrification changed American life:</p> <ul style="list-style-type: none"> - Labor-saving products (e.g., washing machines, electric stoves, water pumps) - Electric lighting - Entertainment (e.g., radio) - Improved communications 	<p>*Have a students do an assembly line activity, where students each take a role in the assembly line process. Task students with applying the assembly line process to modern day industry.</p> <p style="text-align: center;">CIRCLE MAP</p>  <p style="text-align: center;"><small>FOR DEFINING IN CONTEXT</small></p> <p>Details and information about the 1920s.</p>	<p>I Love Lucy - chocolate assembly line - video</p> <p>Orson Welles - War of the Worlds radio broadcast</p> <p>I Saw Kittyhawk video</p> <p>Three Stooges football movie - emphasize movies</p> <p>The Century America: 1920 - 1929 - video</p> <p>SlideShare</p>
<p>USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the</p>	<p>Prohibition was imposed by a constitutional amendment (18th) that made it illegal to manufacture, transport, and sell alcoholic</p>	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p>Kurko 6B Folder</p> <p>Hawkins 6B Folder</p>

<p>early twentieth century by b) describing the social and economic changes that took place, including prohibition and the Great Migration north and West;</p> <p>Reforms in the early twentieth century could not legislate how all people behaved.</p> <p>Economic conditions and violence led to the migration of people.</p>	<p>beverages. Results of prohibition:</p> <ul style="list-style-type: none"> - Speakeasies were created as places for people to drink alcoholic beverages. - Bootleggers made and smuggled alcohol illegally - Organized crime developed - Repealed by the 21st Amendment. <p>Great Migration north and west *</p> <p>Jobs for African Americans in the South were scarce and low paying.</p> <p>* African Americans faced discrimination and violence in the South.</p> <p>* African Americans moved to cities in the North and Midwest in search of better employment opportunities.</p> <p>* African Americans also experienced discrimination and violence in the North and Midwest.</p>	<p>Map of the Great Migration: Have students identify and explain why the African Americans would have left the South to northern cities.</p> <p>1f) determining relationships with multiple causes or effects in United States history;</p> <p>Speakeasies and Bootlegger lingo Students break up into pair and write dialogue back-and-forth using the language found in the link. Focus on how gangsters rose out of the illegal trade of alcohol.</p> <p>1g) explaining connections across time and place;</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;">FOR SEQUENCING AND ORDERING</p> <p>Progress of African American History: Reconstruction, Jim Crow Era, and Great Migration. Indicates progress made in Civil Rights and problems still faced by African Americans.</p>	
<p>USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p>	<p>Cultural climate of the 1920s and 1930s:</p> <ul style="list-style-type: none"> - Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest 	<p>1a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history; EX: Look, analyze, and interpret art</p>	<p>Kurko 6C Folder</p> <p>Hawkins 6C Folder</p> <p>Louis Armstrong - When the Saints Go Marching In - video</p>

<p>c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;</p> <p>The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.</p>	<ul style="list-style-type: none"> - Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s - Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music <p>Harlem Renaissance African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture:</p> <ul style="list-style-type: none"> - Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art - Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots - Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer <p>The popularity of these artists spread beyond Harlem to the rest of society.</p>	<p>created by artists from the Roaring 20s.</p> <p>EX: Spartan Radio program Students take on the role of a Jazz Age artist and have them interviewed about why they are famous.</p>  <p>EX: Langston Hughes as Poetry</p>	<p>Duke Ellington - Take the A-Train - video</p>
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Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
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<p>STANDARD USII.6d USII.6 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.</p> <p>The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the Economy.</p> <p>The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American Life.</p>	<p>Causes of the Great Depression:</p> <ul style="list-style-type: none"> - People over speculate on stocks, using borrowed money that they could not repay when stock prices crashed. - The Federal Reserve's poor monetary policies contributed to the collapse of the banking system - High tariffs discourage international trade. - Many Americans had too much debt from buying consumer goods on installment plans. <p>Impact on Americans:</p> <ul style="list-style-type: none"> - A large number of banks closed and other businesses failed. - One-fourth of workers were without jobs. - Large numbers of people were hungry and homeless. - Farmers' incomes fell to low levels. <p>Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression.</p> <p>Major features of the New Deal:</p> <ul style="list-style-type: none"> - Social Security - Federal work programs - Environmental improvement programs - Farm assistance programs - Increased rights for labor 	<p>1d) using evidence to draw conclusions and make generalizations: Roosevelt's Nothing to Fear Speech: -emphasize the reason and purpose of this speech.</p> <p>BUBBLE MAP</p>  <p><i>FOR DESCRIBING USING ADJECTIVES</i></p> <p>-big adjectives associated with the causes of the Great Depression.</p> <p>1f) determining relationships with multiple causes or effects in United States history;</p> <p>MULTI-FLOW MAP</p>  <p><i>FOR CAUSES AND EFFECTS</i></p> <p>Causes (stock market crash) to Effects (homelessness)</p> <p>What Will you do now that you are Broke? What will you do now that you have lost your job?</p>	<p>Kurko 6D Folder</p> <p>Hawkins 6D Folder</p> <p>Reader's Theater - Hooverilles Pg. 89</p> <p>Brother can you Spare a Dime - video</p>
<p>STANDARD USII.7a USII.7 The student will demonstrate knowledge of the</p>	<p>Causes of World War II: Economic devastation in Europe resulting from World War I:</p> <ul style="list-style-type: none"> - Worldwide depression 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in</p>	<p>Kurko 7A Folder</p> <p>Hawkins 7A Folder</p>

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;

Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.

The rise of fascism threatened peace in Europe and Asia.

As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.

- High war debt owed by Germany
- High inflation
- Massive unemployment
- Political instability marked by the rise of Fascism:
- Fascism is political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized.
- Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).
- These dictators led the countries that became known as the Axis Powers.

The Allies:

- Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.
- Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).

Gradual change in American policy from neutrality to direct involvement:

- Isolationism (Great Depression, legacy of World War I)
- Economic and military aid to Allies (Lend-Lease program)
- *Direct involvement in the war

War in the Pacific:

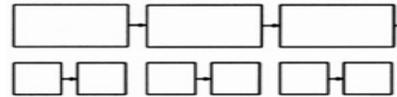
- Rising tension developed

United States history:

[Give a Dictator the Rhineland](#) - shows Germany's attainment through appeasement.

1f) determining relationships with multiple causes or effects in United States history;

FLOW MAP



FOR SEQUENCING AND ORDERING

Transition from Isolationism to Economic to Direct Involvement: mention growing aggression with Germany and Japan.

1g) explaining connections across time and place;

[Timeline of the Relationship between the Soviet and Germany](#): Students illustrate the how Germany and the Soviet Union went from enemies to friends to enemies.

BRIDGE MAP

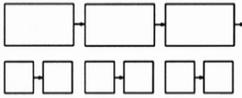


FOR SEEING ANALOGIES

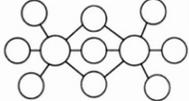
Leaders as Countries

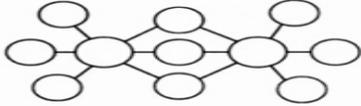
[SlideShare - World War II](#)

	<p>between the United States and Japan because of Japanese aggression in East Asia and the Pacific region.</p> <ul style="list-style-type: none"> - On December 7, 1941, Japan attacked the United States at Pearl Harbor. - The United States declared war on Japan. - Germany declared war on the United States. 		
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	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
	<p>STANDARD USII.7b USII.7 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;</p> <p>Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.</p>	<p>Major events and turning points of World War II:</p> <ul style="list-style-type: none"> - Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations. - Germany invaded France and captured Paris. - Germany bombed London, and the Battle of Britain began. - The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend Lease). - Japan bombed Pearl Harbor. - After Japan bombed Pearl Harbor, Germany declared war on the United States. - The United States declared war on Japan and Germany. - The United States was victorious 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history: EX: turning points of the war through the use of maps. Emphasis on on cardinal directions. D-Day Map: Amphibious landing by Canada, Britain, and the United States..</p> <p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;"><small>FOR SEQUENCING AND ORDERING</small></p> <p>1f) determining relationships with multiple causes or effects in United States history; EX: emphasize the reason for major</p>	<p>Kurko 7B Folder</p> <p>Hawkins 7B Folder</p> <p>Germany Invades Poland</p> <p>Germany Invades the Soviet Union</p>

<p>The Holocaust is an example of prejudice, discrimination, and genocide taken to the extreme.</p>	<p>over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.</p> <ul style="list-style-type: none"> - Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe. - American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe. - The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II. <p>The Holocaust:</p> <ul style="list-style-type: none"> - Anti-Semitism - Aryan supremacy - Systematic attempt to rid Europe of all Jews - Tactics: boycott of Jewish stores, discriminatory laws, segregation, ghettos, imprisonment and killing of Jews and others in concentration camps and death camps - Liberation by Allied forces of Jews and others who survived in concentration camps 	<p>battles and the effects based on the results of the battles. (i.e. Stalingrad)</p>	
<p>STANDARD USII.7c USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by c) describing the impact of the war on the home front.</p>	<p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.</p> <p>Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).</p>	<p>1e) comparing and contrasting historical, cultural, and political perspectives in United States history; EX: Letters from Japanese Internment Camps detainees compared to government</p>	<p>Kurko 7C Folder Hawkins 7C Folder George Takei - Internment Camp video So Far from the Sea - book</p>

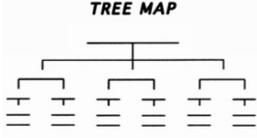
<p>World War II affected every aspect of American life. Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.</p>	<p>Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives).</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps in the United States.</p>	<p>regulations.</p> <p>1g) explaining connections across time and place;** EX: Comparing the home front during World War II to the home front during Vietnam War.</p> <p>DOUBLE BUBBLE MAP</p>  <p><small>FOR COMPARING AND CONTRASTING</small></p> <p>Internment camp vs. concentration camp</p> <p>1h) using a decision-making model to identify costs and benefits of a specific choice made; Roosevelt's Internment Decision - why Internment Camps were created and how Japanese-Americans adjusted.</p>	<p>Word War II propaganda poster activity</p> <p>Locations of Internment Camps in the United States - map</p>
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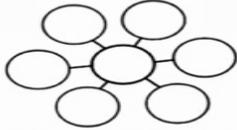
<p>STANDARD USII.8a USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by; a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;</p> <p>The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global super Powers.</p> <p>The United States' involvement in World War II reshaped America's role in world affairs.</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States believed it was in its best interest to help rebuild Europe and prevent political and economic Instability.</p> <p>Rebuilding efforts:</p> <ul style="list-style-type: none"> - The United States instituted George C. Marshall's plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism. - Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. - Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self government, and became a strong ally of the United States. 	<p>1e) comparing and contrasting historical, cultural, and political perspectives in United States history;</p> <p>Democracy v. Communism - characteristics of each ideology</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p> <p>EX: differences and similarities between Communism and Democracy</p> <p>1h) using a decision-making model to identify costs and benefits of a specific choice made;</p> <p>Truman Doctrine - degrees of effect of the doctrine</p> <p>Your United Nations - students must make decisions and justify the actions of their made up country.</p>	<p>Kurko 8A Folder</p> <p>Hawkins 8A Folder</p>
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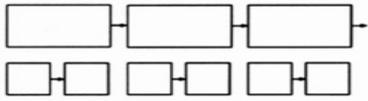
		<p>Establishment of the United Nations: - The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.</p>		
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<p>STANDARD USII.8b USII.8 The student will demonstrate knowledge 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;</p> <p>The economic, social and political climate of the United States changed after World War II because of the development of new technologies, changes in mass media, and growth of mass markets.</p>	<p>Reasons for rapid growth of the American economy following World War II:</p> <ul style="list-style-type: none"> - With rationing of consumer goods over, businesses converted from production of war materials to consumer goods. - Americans purchased goods on credit. - The work force shifted back to men, and most women returned fulltime to family responsibilities. - Labor unions merged and became more powerful; workers gained new benefits and higher salaries. 	<p>1a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history; EX: Show various 1950s consumer goods commercials from the 1950s (such as Kool Aid) and discuss how credit could have influenced the growth of these products.</p> <div data-bbox="1060 503 1491 673" data-label="Diagram"> </div> <p>Different commercials, identifying different details.</p>	<p>Kurko 8B Folder</p> <p>Hawkins 8B Folder</p> <p>Ford Commercial</p> <p>Betty Crocker Commercial</p>
<p>STANDARD USII.8c USII.8 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;</p>	<p>Terms to know:</p> <p>Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps</p> <p>Origins of the Cold War:</p> <ul style="list-style-type: none"> - Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers). The United States was democratic and capitalist; the Soviet Union was dictatorial and communist. 	<p>1d) using evidence to draw conclusions and make generalizations; EX: Use the videos New York Vietnam War Protest and Vietnam War Protest in Washington) and compare the differing opinions about the war efforts.</p> <p>1f) determining relationships with multiple causes or effects in United States history; EX: Examining how the causes of the Cold directly led to the various</p>	<p>Kurko 8C Folder</p> <p>Hawkins 8C Folder</p> <p>Cold War - SlideShare</p> <p>Cartoon Illustration of the Arms Race - cartoon</p> <p>School PSA - Nuclear Attack - video</p> <p>Map of Nuclear Hit sites in case of World War III - map</p>

<p>The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national Security.</p> <p>The Cold war was the central organizing principle in global affairs for over 40 years.</p>	<ul style="list-style-type: none"> - The Soviet Union's domination over Eastern European countries (Iron Curtain) - American policy of containment (to stop the spread of communism) - North Atlantic Treaty Organization (NATO) versus Warsaw Pact (defense alliances) <p>Major conflicts in the post-World War II era that reflected Cold War tensions</p> <ul style="list-style-type: none"> - South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. - Disagreements arose between the United States and the Soviet Union over the status of Berlin, eventually leading to the construction of the Berlin Wall. - The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade of Cuba and the U.S. removed missiles from Turkey. - The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew. - The Space Race was between United States and the Soviet Union was a contest to gain technological superiority (example: Sputnik and landing on the moon). 	<p>conflicts in the Cold War: enforcing the Truman Doctrine in Korea.</p> <p>1h) using a decision-making model to identify costs and benefits of a specific choice made; EX: differences</p>	
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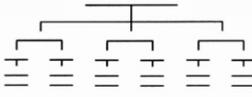
		<ul style="list-style-type: none"> - The Arms Race was the stockpiling nuclear weapons as a deterrent to nuclear war. Collapse of communism in Europe - Breakup of the Soviet Union into independent countries - Destruction of the Berlin Wall New challenges - Role of United States military intervention - Environmental challenges - Global issues, including trade, jobs, diseases, energy - Rise/emergence of China as a global economic and military power 		
<p>Q 4</p>	<p>STANDARD USII.8d USII.8 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;</p> <p>The United States experienced an economic boom and social transformation after World War II that changed the way most Americans lived and worked.</p>	<p>Factors leading to changing patterns in United States society:</p> <ul style="list-style-type: none"> - Strong economy (healthy job market, increased productivity, increased demand for American products) - Greater investment in education so Americans would have the ability to compete globally (National Defense Education Act) - The “Baby Boom,” which led to changing demographics - Interstate highway system - Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home) - As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers. - Expansion of human rights - African Americans’ aspirations 	<p>1c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history; Baby Boom Bar Graph: determining the effect of increased births on the United States.</p> <div style="text-align: center;"> <p>TREE MAP</p>  <p>FOR CLASSIFYING AND GROUPING</p> </div> <p>; Changing Patterns</p> <p>1g) explaining connections across time and place; EX: connect the current aging Baby Boom generation with the problems of Social Security today.</p>	<p>Kurko 8D Folder</p> <p>Hawkins 8D Folder</p>

		<p>for equal opportunities Policies and programs expanding educational and employment opportunities</p> <ul style="list-style-type: none"> - G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. - Harry S. Truman desegregated the armed forces. - Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities. 		
	<p>STANDARD USII.8e USII.8 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.</p> <p>After World War II there was an increase in globalization, and international trade, and interdependence.</p>	<p>Globalization is the linking of nations through trade, information, technologies, and communication.</p> <p>Globalization involves increased integration of different societies.</p> <p>Interdependence involves a relationship between nations, countries, and societies depending on one another for goods, services, action, or influence.</p> <p>During the two decades following World War II, international trade expanded at a rapid pace.</p> <p>Impact of globalization and international trade on American life:</p> <ul style="list-style-type: none"> - Improvement of all communications (e.g., travel, telecommunications, Internet) - Availability of a wide variety of foreign-made goods and services - Outsourcing of jobs and decline of 	<p>1g) explaining connections across time and place; EX: changes between regional and global variants over time. Emphasize what ideas spread between countries due to increased communications.</p> <p>1h) using a decision-making model to identify costs and benefits of a specific choice made; EX: Analyzing the pros and cons of outsourcing jobs to places like China.</p> <p style="text-align: center;">BUBBLE MAP</p>  <p style="text-align: center;"><i>FOR DESCRIBING USING ADJECTIVES</i></p> <p>EX: Adjectives associated with outsourcing.</p>	<p>Kurko 8E Folder</p> <p>Hawkins 8E Folder</p> <p>Global Flight Patterns gif.</p>

		<p>some American cities and industries</p> <ul style="list-style-type: none"> - Rise of international corporations - Shift from manufacturing to a high-tech and service economy 		
	<p>STANDARD USII.9a USII.9a The student apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act, and the changing role of women on all Americans.</p> <p>The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.</p> <p>Other activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality.</p>	<p>Some effects of segregation:</p> <ul style="list-style-type: none"> - Separate educational facilities and resources for white and African American students - Separate public facilities (e.g., restrooms, drinking fountains, restaurants) - Social isolation. <p>Civil Rights Movement:</p> <ul style="list-style-type: none"> - Opposition to Plessy v. Ferguson: "Separate but equal" - Brown v. Board of Education: Desegregation of schools - Martin Luther King, Jr.: Passive resistance against segregated facilities; "I have a dream..." speech - Rosa Parks: Montgomery bus boycott - Organized protests, Freedom Riders, sit-ins, marches, boycotts - Expansion of the National Association for the Advancement of Colored People (NAACP) - Civil Rights Act of 1964 prohibited segregation in public places and banned employment discrimination based on race, color, religion, gender, or national origin. - Voting Rights Act of 1965 banned the use of literacy tests and provided for federal oversight of voter registration. <p>Americans with Disabilities Act:</p>	<p>1g) explaining connections across time and place;</p> <p>FLOW MAP</p>  <p>FOR SEQUENCING AND ORDERING</p> <p>Showing the growth and progress of the African American community from the Reconstruction to the Civil Rights Era.</p> <p>1i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;</p> <p>Southern Literacy Test: have students take the literacy test meant for African Americans and the literacy test meant for Whites. Discuss the implications and the reasons for the different tests.</p>	<p>Kurko 9A Folder</p> <p>Hawkins 9A Folder</p> <p>Civil Rights - SlideShare</p> <p>Freedom Riders - video</p> <p>Separate, but Equal doll study - video</p> <p>What Would You Do: Racism Hair Salon - video</p> <p>What Would You Do: Barbershop</p>

		<ul style="list-style-type: none">- The disability rights movement fought to right inequalities faced by people with disabilities.- The Americans with Disabilities Act (ADA)(1990) guarantees individuals with disabilities equal opportunities in employment, public accommodations, transportation, state and local government services, and telecommunications.- Individuals with Disabilities Education Act (IDEA) formerly Public Law 94.142: Federal law that entitles children and young adults access to a free and appropriate public education. <p>Changing role of women:</p> <ul style="list-style-type: none">- Workplace disadvantages:- Discrimination in hiring practices.- Lower wages for women than for men doing the same job <p>Improved conditions:</p> <ul style="list-style-type: none">- National Organization for Women (NOW)- Federal legislation to force colleges to give women equal athletic opportunities (Title 9) <p>The proposed Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.</p>		
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<p>STANDARD USII.9b USII.9b: The student will apply social science skills to understand 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. The period following World War II leading up to the early twenty-first century marked the “information age”. New technologies in communication, entertainment, and business dramatically changed American life.</p>	<p>Industries benefiting from new technologies:</p> <ul style="list-style-type: none"> - Airline industry (jet engine) - Automobile industry and interstate highway system - Mining industry - Entertainment and news media industries - Exploration of space - Computer industry - Satellite systems, telecommunications - Internet, social media <p>Impact of new technologies on American life:</p> <ul style="list-style-type: none"> - Increased domestic and international travel for business and pleasure - Greater access to news and other information - Cheaper and more convenient means of communication - Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country - Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games 	<p>1d) using evidence to draw conclusions and make generalizations How have satellites changed life? Ex. (telephones, TV, Internet, etc.)</p> <div data-bbox="1102 332 1417 511" data-label="Image"> </div> <p>Satellites</p>	<p>Kurko 9B Folder Hawkins 9B Folder</p>
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<p>STANDARD USII.9c USII.9c: The student will apply social science skills to understand of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically.</p> <p>Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.</p>	<p>There have been contributions and influence of individuals during the second half of the twentieth and early twenty-first centuries who have changed America:</p> <ul style="list-style-type: none"> - Scientific advancements include medicine, technology, environment, and space - Cultural advancements include music, media, art, communication, technology, and architecture - Academics include contributions to a field of study - Economic advancements include banking, business, and industry. 	<p>1J) investigating and researching to develop products orally and in writing. Research people for each category</p> <p style="text-align: center;">TREE MAP</p>  <p style="text-align: center;"><small>FOR CLASSIFYING AND GROUPING</small></p> <p>Science, Culture, Academics, Economics</p>	<p>Kurko 9CFolder Hawkins 9C Folder</p>
<p>Standard USII.9d American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.</p> <p>Key domestic and international issues since World War II have helped to shape the United States government's relationship with its citizens and other nations.</p>	<p>Foreign policy:</p> <ul style="list-style-type: none"> - Changes in terrorist activities - Varied global conflicts - Changing relationships with nations <p>Immigration:</p> <ul style="list-style-type: none"> - Changing immigration patterns policies - More people want try to immigrate to the United States than are allowed by law. <p>Global environment:</p> <ul style="list-style-type: none"> - Policies to protect the global environment - Debate over climate change - Conservation of water and 	<p>1b) analyzing and interpreting geographic information to determine patterns and trends in United States history; Most Prominent Legal Immigrant Group by State - map</p> <p>1c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history; Immigration the the United States by Decades Graph:</p>	<p>Kurko 9D Folder Hawkins 9D Folder</p>

		<p>other natural resources</p> <p>Other issues:</p> <ul style="list-style-type: none"> - Safety and security - Homeland Security Act - Energy issues (dependence on foreign oil) - World health issues (global pandemics) 		<p>Discussion over the Appropriate Role of Government in Personal Lives</p>

	<p>General Classroom Resources</p>			
	<p>Ms.Roaches Place -study guides, review games.</p> <p>SOL Pass -general SOL related activities</p> <p>The Story of US - video</p> <p>The Men who Built America-video</p> <p>Kahoot - general review website</p>	<p style="text-align: center;">General Statements</p> <p>The skills connected to the various contents are ordered in a way that we feel best fits the information, but we feel 1a and 1j can be used well within all standards.</p>		