



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



## DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.  
Superintendent of Catholic Schools



## DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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# U.S. History (1850-Present)



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## HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

## RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

# U.S. History (1850-Present)



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## Unit 1

Conflict, Reconciliation, and Growth (ca. 1850-1900)

<b>Topics:</b> <ul style="list-style-type: none"><li>• Sectional Conflicts and Civil War</li><li>• Reconstruction</li><li>• Industrialization and Urbanization</li></ul>	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Ongoing teacher-created formative assessments</li><li>• Teacher-created summative assessments</li></ul>	<b>Duration:</b> 9 weeks
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## FUNDAMENTAL SKILLS STANDARDS

*The Fundamental Skills Standards spiral throughout the content. Instructional resources are included within each topic to address these standards when appropriate.*

### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

## Topic 1: SECTIONAL CONFLICTS AND THE CIVIL WAR

**Suggested Duration:** 2.5 Weeks

### COMPELLING QUESTION(S):

- What caused the sectional conflicts that divided the United States?
- Was slavery the primary cause of the Civil War?
- Was the Civil War inevitable?
- Why did the Union win the Civil War?

## **VOCABULARY:**

Abolition, Sectionalism, Missouri Compromise, Compromise of 1850, Bleeding Kansas, States Rights, Federalism, Dred Scott, Fredrick Douglas, John Brown, Abraham Lincoln, Union, Confederacy, Emancipation Proclamation, Gettysburg, Vicksburg, Antietam, Grant, Lee, Sherman

## **DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the Antebellum period. (HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-3.4.3, HS-4.2.2, HS-4.4.3)</li> <li>• I can compare the economic, social, and cultural differences of the North and South. (HS-2.1.1, HS-2.3.1, HS-3.1.1, HS-3.4.1, HS-3.4.2, HS-3.4.3)</li> <li>• I can explain the influence of Abraham Lincoln’s philosophy on the preservation of the Union through the course of the Civil War. (HS-1.1.2, HS-2.3.2)</li> <li>• I can explain the influence Lincoln’s convictions about the institution of slavery had on executive actions and leadership. (HS-1.1.3, HS-2.3.2)</li> <li>• I can analyze the democratic principles and constitutional rights used in the arguments for and against slavery. (HS-1.2.2, HS-2.1.1, HS-2.3.1)</li> <li>• I can explain the turning points and outcomes of the Civil War (HS-5.1.1, HS-5.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline of events leading up to the Civil War including legislation and social movements.</li> <li>• Analyze the regional differences prior to the Civil War in constructed response</li> <li>• Using a list of democratic principles and the <i>Bill of Rights</i>, analyze the arguments for and against slavery.</li> <li>• Conduct a debate in class taking sides for slavery and against slavery. Students must use democratic principles, the Declaration of Independence, and the Constitution to support their arguments.</li> <li>• “Regional differences prior to the Civil War” LDC Module <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in) <i>Above link contains connection to module with primary sources, lessons, and mini-tasks that can be used with each source or the whole module. Search title above.</i></li> <li>• “Causes of the Civil War: Why can’t we all just get along?” LDC Module <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> <li>• Address the compelling question “<a href="#">Can words lead to war?</a>” by completing the “Uncle Tom’s Cabin” inquiry module by C3 Teachers.</li> <li>• Address the Compelling Question “Does it Matter Who Freed the Slaves?” by completing the “<a href="#">Emancipation</a>” inquiry module by C3 Teachers.</li> <li>• Lesson resources for Compelling Question, “Why did the North win the Civil War?” <a href="#">The Social Studies Help Center</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">National Archives: DocsTeach Digital Vaults</a></li> <li>• <a href="#">National Archives: Records</a></li> <li>• <a href="#">Digital History</a></li> <li>• <a href="#">Our Documents</a></li> <li>• History Channel: <a href="#">American Civil War</a></li> <li>• <a href="#">Emancipation Proclamation</a></li> <li>• <a href="#">War Department General Order 143</a>: Creation of the U.S. Colored Troops (1863)</li> <li>• <a href="#">Missouri Compromise</a></li> <li>• “<a href="#">We Shall Remain</a>”- Trail of Tears</li> <li>• <a href="#">Africans in America: Brotherly Love Part 3</a> (1791-1831)</li> <li>• <a href="#">Africans in America: Judgment Day Part 4</a> (1831-1865)</li> <li>• <a href="#">Free Blacks in the Antebellum Period</a></li> <li>• <a href="#">Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy</a></li> <li>• <a href="#">Choices Program: A Forgotten History: The Slave Trade and Slavery in New England</a></li> <li>• <a href="#">Compromise of 1850</a></li> <li>• <a href="#">Kansas-Nebraska Act</a></li> <li>• <a href="#">Dred Scott v. Sandford (1857)</a></li> <li>• <a href="#">Civil War (1830-1865)</a></li> <li>• <a href="#">Facing History and Ourselves- Search- Civil War</a></li> </ul>

**Topic 2: RECONSTRUCTION****Suggested Duration: 2.5 Week****COMPELLING QUESTION(S):**

- Does it matter who freed the slaves?
- Was Reconstruction successful at achieving its goals?

**VOCABULARY:**

Reconstruction, Black codes, Freedmen's Bureau, 13th, 14th, and 15th Amendments, Political, Economic, and Social, Radical Reconstruction, carpetbaggers, scalawags

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-5.2.1** Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments. (HS-1.1.2, HS-1.2.2, HS-5.1.1)</li> <li>• I can evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.4.1, HS-4.1.1, HS-4.1.3, HS-4.3.1, HS-5.1.1, HS-5.2.1)</li> <li>• I can analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-2.3.1, HS-3.1.1, HS-3.4.1, HS-4.1.1, HS-4.1.3, HS-4.3.1, HS-5.1.1, HS-5.2.1)</li> <li>• I can evaluate how the Civil War amendments protected democratic principles and constitutional rights to deal with societal issues. (HS-1.1.2, HS-1.1.3, HS-1.2.2)</li> <li>• I can evaluate the economic policies of reconstruction and their impacts on the geographical arrangements in the urban, suburban, and rural areas. (HS-3.1.1, HS-3.4.1, HS-4.1.1, HS-4.1.3, HS-4.3.1, HS-5.1.1, HS-5.2.1)</li> <li>• I can analyze primary and secondary sources to create an argument to support the best reconstruction plan for the south following the Civil War. (HS-1.1.3, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students outline the three principle Reconstruction plans: Lincoln, Johnson, and Radical Republicans.</li> <li>• Have students discuss, research, and present the challenges facing newly freed African Americans.</li> <li>• Have students do a document analysis and discuss the nature and purposes of “black codes.”</li> <li>• Have students summarize the 13th, 14th, and 15th Amendments and explain their immediate and long-term impact.</li> <li>• Compare Reconstruction plans with “Reconstruction: Two Different Ideas” LDC Mini-Task with primary source documents. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p>Above link contains connection to mini-task with lesson and primary sources that teachers can with individual sources or the whole task. Search title above.</p> <ul style="list-style-type: none"> <li>• Examine Reconstruction with “The Beginning, the Middle, and End of an Era. (The Civil War &amp; Reconstruction)” using sources and writing tasks. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p>Above link contains connection to a module with primary sources, lessons, and mini-tasks that teachers can use with each source or the whole module. Search title above-choose module with 14 attachments.</p> <ul style="list-style-type: none"> <li>• The Battle Over Reconstruction: The Aftermath of War</li> <li>• African Americans After the Civil Was Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">America In Class</a></li> <li>• <a href="#">Teaching History</a></li> <li>• <a href="#">National Archives: DocsTeach Digital Vaults</a></li> <li>• <a href="#">National Archives: Records</a></li> <li>• <a href="#">Digital History</a></li> <li>• History Channel: <a href="#">American Civil War</a></li> <li>• <a href="#">The Emancipation Proclamation</a></li> <li>• <a href="#">War Department General Order 143</a>: Creation of the U.S. Colored Troops (1863)</li> <li>• <a href="#">Gettysburg Address</a>: Library of Congress Exhibition</li> <li>• <a href="#">Wade-Davis Bill (1864)</a></li> <li>• <a href="#">Abraham Lincoln’s Second Inaugural Address</a></li> <li>• <a href="#">Reconstruction: The Second Civil War</a> Documentary</li> <li>• <a href="#">What are the Reconstruction Amendments?</a> Video explanation of 13th, 14th, and 15th Amendments</li> <li>• <a href="#">Reconstruction (1865-1877)</a></li> <li>• <a href="#">Facing History and Ourselves</a>- Search-Reconstruction</li> </ul>

**Topic 3: INDUSTRIALIZATION AND URBANIZATION****Suggested Duration: 4 Weeks****COMPELLING QUESTION(S):**

- Did industrialization make life better for everyone?
- Did the American Dream come true for Immigrants coming into the United States

**VOCABULARY:**

Political, economic, social, Migration, Exodusters, Homestead Act, Populism, Industrialization, Social Darwinism, Captains of Industry, Robber Barons, Horizontal integration, Trusts, Sherman Antitrust Act, George Pullman, Andrew Carnegie, John Rockefeller, Capitalism, Labor Unions, American Federation of Labor, Industrial Workers of the World, Vertical integration, Monopolies, Laissez –faire capitalism, Bessemer Process, Thomas Edison, Alexander Graham Bell, Transcontinental railroad, Labor Strikes, Urbanization, scarcity, Tenement housing, Child labor, Immigration, melting pot, push and pull factors, Chinese Exclusion Act, Gentleman’s Agreement, Quota system, Nativism, Assimilation, Ellis Island, Angel Island, Jane Addams, Settlement Houses, Political machines, Boss Tweed, Graft, Patronage, Poll taxes, Grandfather clause, Segregation, Jim Crow Laws, Plessy vs. Ferguson

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

## **DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS CONTINUED...**

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.2.2** Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans. DOK 2

**SS-HS-5.2.3** Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can evaluate how new technologies in steel, transportation, and communication led to the expansion and growth of industry in the United States. (HS-2.1.1, HS-2.3.1, HS-3.2.3, HS- 3.3.1, HS-3.4.2, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-4.4.1, HS-4.4.2, HS-4.4.3, HS-5.1.2, HS-5.2.2)</li> <li>• I can evaluate the role of the federal government in economic decisions during the rise of big business. (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.2.1, HS-3.3.4, HS- 3.4.1, HS-3.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.2)</li> <li>• I can evaluate the impact captains of industry/robber barons had on business and industry in the late nineteenth and early twentieth centuries. (HS-1.3.3, HS-2.3.1, HS-3.1.1, HS-3.2.3, HS-5.1.1, HS-5.2.2)</li> <li>• I can analyze the policies of the federal government in supporting or working against labor unions. (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.2.2, HS- 3.4.1, HS-3.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.2)</li> <li>• I can analyze the advancements in technology during industrialization and their impacts on economic growth and standard of living. (HS-2.1.1, HS-3.4.2, HS-4.3.2, HS-4.4.1, HS-5.1.2, HS-5.2.2)</li> <li>• I can define the terms capitalism and Social Darwinism and explain the role they played in big business during the late 1800s. (HS-2.1.1, HS-2.3.1, HS-3.2.1, HS-3.2.3, HS-5.1.1, HS-5.2.2)</li> <li>• I can compare the methods and tactics used by industrialists to grow their businesses and dominate their competition. (HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.3, HS-3.3.1, HS-3.4.2, HS-3.4.3, HS-5.1.1, HS-5.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students' research inventors or inventions. Report on the short- and long- term impacts of inventions.</li> <li>• Have students examine maps showing the ribbons of tracks that tie America together. Discuss the possible effects of the railroad system. Brainstorm the positive and negative effects the railroad had on society, the environment, and the economy.</li> <li>• Examine and discuss the messages in political cartoons of the period. Compare entrepreneurship during this period with entrepreneurship in today's political and economic climate.</li> <li>• Create a continuum on the wall of the classroom and have students discuss whether industrialists of the time were Robber Barons or Captains of Industry.</li> <li>• Have students identify government policies that affected business practices.</li> <li>• Connect to the concept of federalism and discuss the involvement of the federal government.</li> <li>• Discuss the pros and cons of Industrialism. Have students compare the Industrial Revolution of the turn of the century with today's Technological Revolution.</li> <li>• Discuss union violence and the concept of social disobedience. Decide: To what lengths can individuals and groups go to change things.</li> <li>• Develop T- charts with 1) worker issues and 2) solutions during the period.</li> </ul>	<ul style="list-style-type: none"> <li>• C3 Teachers: <a href="#">Inquiries</a></li> <li>• <a href="#">Gilder Lehrman: Post Civil War America</a></li> <li>• <a href="#">America In Class</a></li> <li>• <a href="#">Teaching History</a></li> <li>• <a href="#">National Archives: DocsTeach Digital Vaults</a></li> <li>• <a href="#">National Archives: Records</a></li> <li>• <a href="#">Digital History</a></li> <li>• <a href="#">Our Documents</a></li> <li>• <a href="#">The Homestead Act of 1862</a></li> <li>• <a href="#">Pacific Railway Act (1862)</a></li> <li>• <a href="#">Treaty of Fort Laramie (1868)</a></li> <li>• <a href="#">Dawes Act (1887)</a></li> <li>• <a href="#">Act Establishing Yellowstone National Park (1872)</a></li> <li>• <a href="#">Thomas Edison's Patent Application for the Light Bulb (1880)</a></li> <li>• <a href="#">Interstate Commerce Act (1887)</a></li> <li>• <a href="#">Pendleton Act (1883)</a></li> <li>• <a href="#">Sherman Anti-Trust Act (1890)</a></li> <li>• <a href="#">Andrew Carnegie's "Wealth" essay (1889)</a></li> <li>• <a href="#">The Statue of Liberty- Ellis Island</a> (archives and information- click on "Ellis Island" tab.</li> </ul>

<ul style="list-style-type: none"> <li>• I can describe the conditions and economic situations of workers that led many to organize into labor groups and explain the cause-and-effect relationship between big business and labor strikes. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.2.2, HS-3.2.3, HS-3.4.1, HS-3.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.2)</li> <li>• I can compare the economic activities of the wealthy, middle class, and working class living in urban areas at the turn of the century and explain how scarcity of resources for families necessitated personal choices (e.g., child labor, tenement housing, and low-wage work). (HS-2.1.1, HS-2.3.1, HS-3.1.1, HS-3.2.3, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-5.1.1, HS-5.1.2, HS-5.2.2, HS-5.2.3)</li> <li>• I can describe the social and economic changes urbanization brought to the United States during the turn of the century. (HS-2.1.1, HS-2.3.1, HS-3.1.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-5.1.1, HS-5.1.2, HS-5.2.3)</li> <li>• I can explain how immigrant groups shaped and affected the culture of large urban areas and how the U.S. government’s efforts to increase or decrease immigration from certain groups of people (e.g., Asians, Southern Europeans, religious groups). (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-3.1.1, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.3.1, HS-5.1.1, HS-5.1.2, HS-5.2.3)</li> <li>• I can analyze historical and contemporary documents to categorize and prioritize arguments for and against immigration policies of then and now. (HS-2.3.1, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-5.1.1, HS-5.1.2, HS-5.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss the problems faced by women and minorities and the roles they played in the labor movement.</li> <li>• Research and discuss child labor. Identify benefits of child labor (for industries) and working conditions for children.</li> <li>• Examine the composition of the immigrants that came to America between 1870 and 1920, noting how countries of origin changed during these years.</li> <li>• Use maps and charts to trace the routes of these new immigrants and determine in which parts of America they eventually settled.</li> <li>• Discuss the concepts of “nativism” and “melting pot.” Identify the reasons for antiimmigrant feelings and the special challenges these new immigrants faced.</li> <li>• Assessment: Review the geographic theory of “push-pull” factors influencing human migration. Ask students to select and research one of the major immigrant groups that came to America during this period. Develop a display showing the route of their migration, areas in which many settled, factors that “pushed” them from their homeland; factors that “pulled” them to America; special problems or struggles that they faced.</li> </ul>	
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- I can evaluate the impact of industrialization on the geographic regions of the United States using maps and charts to compare. (HS-3.1.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-4.4.1, HS-4.4.2, HS-4.4.3, HS-5.1.1, HS-5.2.2, HS-5.2.3)
- I can analyze political cartoons and other historical sources to evaluate the political policies of the Gilded Age and their impacts on society. (HS-1.1.1, HS-1.1.3, HS-3.3.4, HS-3.4.1, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS-5.2.2, HS-5.2.3)

- Discuss how a major influx in immigration affects a city's infrastructure. Have students develop and complete a chart with three categories: 1) urban problems; 2) effects on the environment; and 3) solutions.
- Have students examine the role of the political machine and political bosses in large cities during this era. Discuss how the political machines provided a social support and gained favor with new immigrants
- Address the Compelling Question "Is Greed Good?" by completing the "[Gilded Age](#)" inquiry module by C3 Teachers.
- Address the Compelling Question "Did the American Dream Come True for Immigrants who Came to New York?" by completing the "[Immigration](#)" module by C3 Teachers.
- Address the Compelling Question "Did [Industrialization](#) Make Life Better for Everyone in New York?" by completing the "Industrialization" module by C3 Teachers.

*The three above Inquiry Design Modules (IDM) contain primary sources and formative tasks that can be part of the module or as a daily lesson.*

# U.S. History (1850-Present)



THE DIOCESE  
of ALEXANDRIA

Unit 2

INFLUENCE, PROGRESS, AND POWER (1900-1929)

## Topics:

- Imperialism
- Progressivism
- World War I
- The 1920s

## Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

## Duration:

9 weeks

## FUNDAMENTAL SKILLS STANDARDS

*The Fundamental Skills Standards spiral throughout the content. Instructional resources are included within each topic to address these standards when appropriate.*

### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

Geography **SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

## Topic 1: IMPERIALISM

**Suggested Duration:** 2 Weeks

### COMPELLING QUESTION(S):

- Was American expansion abroad justified?
- Did the press cause the Spanish American War?

### VOCABULARY:

imperialism, yellow journalism, Spanish American War, U.S.S. Maine, Rough Riders, Treaty of Paris, Panama Canal, Big Stick Diplomacy, Dollar Diplomacy, Moral Diplomacy, Roosevelt Corollary, acquisition, annexation, reciprocity, arbitration, Open Door Policy, Platt Amendment, Foraker Act

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-5.2.4** Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage). DOK3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can argue the pros and cons of becoming involved in the affairs of other areas of the world (e.g., Philippines, Latin America). (HS5.1.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.3, HS-4.2.2, HS-5.1.1, HS-5.2.4)</li> <li>• I can analyze the impact that expanding into other areas of the world had on the United States during the early twentieth century. (HS5.1.1, HS-2.3.1, HS-2.3.2, HS-3.4.2, HS-5.1.1, HS5.1.2, HS-5.2.4)</li> <li>• I can identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries. (HS-2.1.1, HS-2.3.1, HS-3.1.1, HS-3.2.3, HS3.4.2, HS-3.4.3, HS-4.1.3, HS-4.2.2, HS-5.1.1, HS-5.2.4)</li> <li>• ☐ I can explain how cultural differences sometimes result in conflict or different perspectives on the role of U.S. in other areas of the world (e.g., Philippines). (HS-2.1.1, HS2.3.1, HS-4.2.4, HS-5.1.1, HS-5.2.4)</li> <li>• I can analyze how victory in the Spanish/American War paved the way for further expansion into the Philippines and Latin America. (HS-2.3.1, HS-2.3.2, HS-4.1.3, HS5.1.1, HS-5.1.2, HS-5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students discuss <ul style="list-style-type: none"> <li>○ What motivates a country to seek new colonies?</li> <li>○ Why would the U.S. intervene in the affairs of other countries?</li> </ul> </li> <li>• Have students write a journal entry detailing why the U.S. became involved in foreign affairs from 1867 to 1908. (Journals should identify each country and reasons for U.S. intervention.)</li> <li>• Introduce the terms reciprocity, acquisition, annexation, and arbitration. Have students find and explain each by using examples from the period.</li> <li>• Give the students a cause-and-effect chart that includes columns for long-term and immediate causes-and-effects of the Spanish- American War.</li> <li>• Have students examine the major problems that develop for the U.S. with its overseas empire. Determine the major concerns the territories or protectorates have about U.S. intervention.</li> <li>• Have students find and evaluate political cartoons depicting this period and cartoons responding to Roosevelt’s foreign policy. Put several cartoons together to have students compare opinions about Roosevelt’s policies.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ASCD Differentiated Instruction</a></li> <li>• <a href="#">Assessment Literacy</a></li> <li>• <a href="#">C3 Teachers: Inquiries</a></li> <li>• <a href="#">LDC Library: CoreTools (Log In)</a></li> <li>• <a href="#">Gilder Lehrman: Twentieth Century</a></li> <li>• <a href="#">America In Class</a></li> <li>• <a href="#">Teaching History</a></li> <li>• <a href="#">National Archives: DocsTeach Digital Vaults</a></li> <li>• <a href="#">National Archives: Records</a></li> <li>• <a href="#">Digital History</a></li> <li>• <a href="#">Our Documents</a></li> <li>• Choices Program: <i>Beyond Manifest Destiny: America Enters the Age of Imperialism</i> <a href="#">Book</a> <a href="#">Etc. Materials</a></li> <li>• <a href="#">Rudyard Kipling’s “The White Man’s Burden” (1899)</a></li> <li>• <a href="#">Yellow Journalism</a></li> <li>• <a href="#">Platt Amendment (1903)</a></li> </ul>

<ul style="list-style-type: none"> <li>I can evaluate the role yellow journalism played in the outbreak Spanish- American War. (HS-1.3.3, HS-2.1.1, HS-2.3.1, HS5.1.1, HS-5.1.2)I can evaluate the geographic reasons for constructing the Panama Canal to support economic activity. (HS-5.1.1, HS-2.3.2, HS-3.1.1, HS-3.2.3, HS-3.3.4, HS-3.4.2, HS-3.4.3, HS-4.1.3, HS-4.2.2, HS-4.4.1, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> <li>I can explain how the Roosevelt Corollary affected the U.S. stance on foreign policy. (HS2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS5.2.4)</li> <li>I can compare and evaluate the political policies of Dollar Diplomacy, Moral Diplomacy and Big Stick Diplomacy as it relates to U.S. Imperialism. (HS-1.2.1, HS2.1.1, HS-2.3.1, HS-2.3.2, HS-3.2.3, HS-3.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Divide class into two groups for debating this topic: America’s intervention in the affairs of other nations, between 1885 and 1910, was justified.</li> <li>Address the Compelling Question “Was American Expansion Abroad Justified?” by completing the “<a href="#">American Expansion</a>” module by C3 Teachers.</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson.</i></p> <ul style="list-style-type: none"> <li>Examine Imperialism with “America’s Burden? US Imperialism (1890-1909)” using sources and writing tasks. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson.</i></p>	
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<b>Topic 2: PROGRESSIVISM</b>	<b>Suggested Duration: 3 Weeks</b>
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- COMPELLING QUESTION(S):**
- Were Progressives successful in making government more responsive to the will of the people?
  - Is Muckraking an effective tool to reform American politics and society?
  - Was Theodore Roosevelt a progressive president?

**VOCABULARY:**  
Progressive Movement, temperance, prohibition, muckrakers, Jacob Riis, Upton Sinclair, Ida Tarbell, Teddy Roosevelt, Square Deal, Conservation, Meat Inspection Act, Pure Food and Drug Act, recall, referendum, initiative, 16th amendment, 17th amendment

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-5.2.4** Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage). DOK3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can describe the reforms of the Progressive movement (e.g., workplace, environmental, economic). (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS3.3.4, HS-3.4.1, HS-4.4.2, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Have students research social-reform movements and noted reformers such as Jane Addams. Students may create a database containing information gained from the research.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gilder Lehrman: Twentieth Century</a></li> <li><a href="#">America In Class</a></li> <li><a href="#">Teaching History</a></li> <li><a href="#">National Archives: DocsTeach Digital Vaults</a></li> <li><a href="#">National Archives: Records</a></li> <li><a href="#">Digital History</a></li> <li><a href="#">Our Documents</a></li> <li><a href="#">Muller v. Oregon (1908)</a></li> </ul>

- I can describe how Progressive reform transformed American culture and society by calling for reform in the areas of education, children’s rights, temperance, and suffrage. (HS1.1.1, HS-1.1.3, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.2.3, HS5.1.1, HS-5.1.2, HS-5.2.4)
- I can analyze the government policies that addressed issues in the Progressive era using historical sources. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.3.1, HS-2.3.2, HS-3.3.4, HS-3.4.1, HS-4.4.2, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can evaluate the effectiveness of the progressive presidents in achieving the goals of the movement by reviewing policies and legislation. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS2.3.2, HS-3.4.1, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can analyze historical documents to create an argument that supports the effectiveness of at least one major progressive reform passed during the progressive movement. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.2, HS-2.3.1, HS-2.3.2, HS-3.4.1, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can identify progressive reforms that still exist because of the progressive movement. (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.2, HS1.3.3, HS-2.3.1, HS-2.3.2, HS-3.4.1, HS-5.1.1, HS-5.1.2, HS-5.2.4)

- Have students research and identify muckrakers and the influence they had on Progressive reform and create a comparison chart using relevant information.
- Have students chart tax reforms, regulation of public utilities, protection of workers, and advances in education. Have students detail the specific reforms in each four areas.
- Have students analyze political cartoons from the Progressive era to determine the predominant attitude toward Teddy Roosevelt and his progressive actions.
- Have students examine political reform efforts at the national level. Have students identify the problems that Progressive era reforms solved or made better. Next, identify problems that still existed for minorities, women, children, immigrants, etc.
- Examine political cartoons of the period: [Political Cartoons Illustrating Progressivism and the Election of 1912](#)
- Examine the causes and the effects of the Triangle Shirtwaist Fire using the resources below. Consider how this event affected factory life and labor reform during the period.  
AFL-CIO- [Triangle Shirtwaist Fire](#)  
American Experience: [Triangle Fire](#)
- Examine Jacob Riis “How the Other Half Lives” through this lesson. <http://sheg.stanford.edu/jacob-riis> (Website requires free account to log in and download all resources.)
- Include [photographs](#) from Riis.

- [Jacob Riis, How the Other Half Lives \(1890\) Full Text](#)
- [Chinese Exclusion Act \(1882\)](#)
- [Keating-Owen Child Labor Act of 1916](#)
- [16th Amendment to the U.S. Constitution: Federal Income Tax \(1913\)](#)
- [Pure Food and Drug Act of 1906](#)
- [American Antiquities Act of 1906](#)
- [Ida Tarbell: The Woman Who Took on Standard Oil](#)
- Ida Tarbell: [The History of the Standard Oil Company](#) (1904)
- [The Rise and Fall of Jim Crow](#)
- [19th Amendment to the U.S. Constitution: Women’s Right to Vote \(1920\)](#)

	<ul style="list-style-type: none"><li>•Examine the impact of the media upon social issues, especially working conditions by examining Upton Sinclair's The Jungle. Reference the lesson below: <a href="#">Using Primary Sources to Understand the Past: Upton Sinclair's, The Jungle, and Urban Living Conditions</a></li></ul>	
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**Topic 3: WORLD WAR I****Suggested Duration: 2 Weeks****COMPELLING QUESTION(S):**

- Why did the United States enter WWI?
- Can peace lead to war? (Treaty of Versailles)

**VOCABULARY:**

militarism, nationalism, imperialism, alliance system, Allies, Central Powers, Lusitania, Zimmerman Note, Selective Service act, propaganda, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Treaty of Versailles, reparations, war guilt clause

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).

DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-5.2.4** Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage). DOK3

**SS-HS-5.3.4** Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can identify and analyze the multiple and complex causes of World War I and make an argument regarding the most significant cause. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS-3.1.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.4, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>Have students use the acronym MAIN (Militarism, Alliance system, Imperialism, Nationalism) to identify the major causes leading to World War I.</li> <li>Examine the factors that pulled the United States into World War I using the National History Day lesson "<a href="#">Why did the United States Enter World War I in 1917?</a>"</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gilder Lehrman: Twentieth Century</a></li> <li><a href="#">America In Class</a></li> <li><a href="#">National Archives: DocsTeach Digital Vaults</a></li> <li><a href="#">National Archives: Records</a></li> <li><a href="#">Digital History</a></li> <li><a href="#">Our Documents</a></li> <li><a href="#">American Experience: The Great War</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can explain the role that the United States played in World War I and the outcome of the war. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.3.2, HS1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS3.4.3, HS-4.1.3, HS-4.2.2, HS-5.1.1, HS-5.1.2, HS5.2.4)</li> <li>• I can evaluate the social, political, and economic impacts of World War I on the home front. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> <li>• I can explain Wilson’s Fourteen Points and the League of Nations. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> <li>• I can analyze historical documents to create arguments for and against US entry into World War I. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.4.3, HS-4.1.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Use text to examine the Causes of World War I with the LDC Module “Industrialization, Nationalism and Alliances: Causes of World War I.” <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)  <i>Above link contains connection to a module with primary sources, lessons, and mini-tasks that teachers can use with each source or the whole module. Search title above.</i></li> <li>• Address the Compelling Question “Can Peace Lead to War?” by completing the “<a href="#">Treaty of Versailles</a>” module by C3 Teachers  <i>Above link contains connection to a module with primary sources, lessons, and mini-tasks that teachers can use with each source or the whole module. Search title above.</i></li> <li>• Analyze <a href="#">political cartoons from Library of Congress</a> to determine the U.S. hesitation with the League of Nations and the Treaty of Versailles.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Zimmermann Telegram (1917)</a></li> <li>• <a href="#">Address to Congress Leading to a Declaration of War Against Germany (1917)</a></li> <li>• <a href="#">President Woodrow Wilson’s 14 Points (1918)</a></li> <li>• <a href="#">Choices Program: To End All Wars: World War I and the League of Nations Debate Book</a></li> <li>• <a href="#">Jim Crow and the Great Migration</a> Newsela (requires free registration and log in)</li> </ul>
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**Topic 4: THE 1920s****Suggested Duration: 2 Weeks****COMPELLING QUESTION(S):**

Were the 1920s a time of prosperity for everyone?

**VOCABULARY:**

nativism, isolationism, communism, Sacco and Vanzetti, quota system, urban sprawl, installment plans, Prohibition, speakeasies, bootleggers, Scopes trial, flapper, Harlem Renaissance, 18th Amendment, 19th Amendment

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.2.4** Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage). DOK3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can describe and evaluate the impact of scientific and technological innovations of the 1920s. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-4.4.1, HS-4.4.2, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Have students predict what problems could develop because of any war ending.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gilder Lehrman: Twentieth Century</a></li> <li><a href="#">America In Class</a></li> <li><a href="#">Digital History</a></li> <li><a href="#">Our Documents</a></li> <li><a href="#">Great Depressions photographs of Dorothea Lange</a></li> </ul>

- I can analyze the economic trends and practices of the 1920s to make predictions regarding the future of the economy. (HS-1.1.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can describe the impact of consumerism on the American economy during the 1920s. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.4.3, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can identify key people and events that contributed to the Harlem Renaissance. (HS-2.1.1, HS-2.2.1, HS-2.3.2, HS-5.1.1, HS-5.2.4)
- I can evaluate the impact of African Americans in Harlem on the environment and culture of the area. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.3, HS-4.3.1, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can analyze how people challenged laws and social norms in the 1920s. (HS-1.1.2, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.4)
- I can evaluate the impact new values had in the areas of religion, gender roles, science, and consumption during the 1920s. (HS-1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.3, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.4)

- Have students design political cartoons illustrating American views on these issues following the end of WWI: women's suffrage, U.S. Army, Red Scare, racial tension, prohibition, strikes, and labor unrest.
- Have students identify the major events, issues, pros and cons of women's suffrage, prohibition, and immigration.
- Have students research and conduct image analysis of paintings from Jacob Lawrence's [The Migration of the Negro](#) series (1940-41) to explain the causes for movement of African Americans from the South; discuss push and pull factors.
- Have students explain the purpose of the [Emergency Quota Act](#) (1921) and the [Immigration Act of 1924](#) (includes the National Origins and Asian Exclusion Act), and explain the societal conditions in which they were passed.
- Have students research and present a topic, person, event, societal change during the 1920s, including Prohibition, women, Jazz Age, Harlem Renaissance, culture, Scopes Monkey Trial, Amendments, flappers, Marcus Garvey, Charlie Chaplin, Langston Hughes, Clara Bow, Amelia Earhart, Charles Lindbergh, Babe Ruth, etc.
- Have students research and present in groups themes prevalent throughout the 1920s: changes in urban life, changes for women, Harlem Renaissance.
- Have students research advertisements used to usher in the world of mass consumerism; examine the economic behaviors that led to unsustainable growth.

- [The Great Depression Resources](#)
- [Surviving the Dust Bowl](#) Video American Experience
- [The Great Depression](#)
- [Tennessee Valley Authority](#)
- [National Industrial Recovery Act \(1933\)](#)
- [National Labor Relations Act \(1935\)](#)
- [Social Security Act \(1935\)](#)
- [President Franklin Roosevelt's Radio Address unveiling the second half of the New Deal \(1936\)](#)
- [New Deal Resources](#)
- Applicable selections from Choices Program: *Between World Wars: FDR and the Age of Isolationism* [Book](#)

# U.S. History (1850-Present)



THE DIOCESE  
of ALEXANDRIA

Unit 3

CHALLENGES, CONFLICTS, AND REFORMS (1929-1969)

## Topics:

- Great Depression/New Deal
- World War II
- The Cold War and the 1950s
- Civil Rights Movement

## Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

## Duration:

9 weeks

## FUNDAMENTAL SKILLS STANDARDS

### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**Topic 1: GREAT DEPRESSION AND NEW DEAL****Suggested Duration: 3 Week****COMPELLING QUESTION(S):**

- Were the causes of the Great Depression inevitable?
- Was the New Deal a good deal?

**VOCABULARY:**

speculation, buying on margin, Black Tuesday, credit, Hawley – Smoot Tariff, shantytowns, soup kitchens, bread lines, Dust Bowl, direct relief, Bonus Army, New Deal, Federal Securities Act, Agricultural Adjustment Act, Civilian Conservation Corp, National Industrial Recovery Act, deficit spending, Works Progress Administration, Social Security Act, Federal Deposit Insurance Corporation (FDIC), Securities and Exchange Commission (SEC), National Labor Relations Board, Tennessee Valley Authority

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-5.2.5** Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can identify and explain the economic factors that contributed to the stock market crash of 1929. (HS-2.1.1, HS-3.1.1, HS-3.2.1, HS-3.2.2, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS3.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.5)</li> <li>• I can explain the role government took following the stock market crash of 1929. (HS-1.1.1, HS1.1.3, HS-1.2.1, HS-2.1.1, HS-2.2.1, HS-3.1.1, HS3.1.2, HS-3.2.1, HS-3.2.2, HS-3.2.3, HS-3.3.2, HS3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-5.1.1, HS5.1.2, HS-5.2.5)</li> <li>• I can compare life for Americans during the Great Depression to life during the Roaring Twenties. (HS-2.1.1, HS-2.2.1, HS-3.1.1, HS- 3.3.2, HS-3.3.3, HS-3.4.1, HS-4.1.1, HS-4.1.3, HS-4.2.3, HS-4.3.1, HS-5.1.1, HS-5.1.2, HS- 5.2.5)</li> <li>• I can describe the effect the Dust Bowl had on the people living in the Great Plains, and the rest of the nation. (HS-2.1.1, HS-2.2.1, HS3.1.1, HS-3.3.3, HS-4.1.1, HS-4.1.3, HS- 4.2.2, HS-4.2.3, HS-4.3.1, HS-4.4.1, HS-5.1.1, HS5.1.2, HS-5.2.5)</li> <li>• I can compare Hoover and Roosevelt’s philosophies on how to recover from the Great Depression. (HS-1.1.3, HS-1.2.1, HS-2.1.1, HS2.2.1, HS-3.1.1, HS-3.1.2, HS-3.3.1, HS-3.3.4, HS3.4.1, HS-3.4.2, HS-4.4.1, HS-5.1.1, HS-5.1.2, HS5.2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create arguments of what role government should take during times of economic hardship.</li> <li>• Have students research in groups and chart the principle causes of the Great Depression (uneven distribution of income, easy credit, imbalance in foreign trade, mechanization of industry, and drought of 1920s plains states “Dust Bowl”) with facts and resources to support and validate each cause.</li> <li>• Have students link causes to human and economic effects of the Great Depression (homelessness, loss of family, farms, bank failures, plunge in productivity, income, etc.).</li> <li>• Explore the history and economics of the Dust Bowl years. Uses film from The Dust Bowl: A Film by Ken Burns.</li> <li>• Have students analyze primary sources of the Great Depression and the New Deal to make judgments of causes and effectiveness.</li> <li>• Compare the economic policies of Hoover and Roosevelt regarding the Great Depression using historical sources to analyze the policies and their effectiveness.</li> <li>• Discuss the differences in philosophy of “pragmatism” (FDR) vs. “rugged individualization” (Hoover) and the 1932 Presidential campaign.</li> <li>• Have students analyze and explain how FDR used the emerging medium of radio for his “Fireside Chat” to address the nation and provide information on the state of the union.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Great Depressions photographs of Dorothea Lange</a></li> <li>• <a href="#">The Great Depression Resources</a></li> <li>• <a href="#">Surviving the Dust Bowl Video American Experience</a></li> <li>• <a href="#">The Great Depression</a></li> <li>• <a href="#">Tennessee Valley Authority</a></li> <li>• <a href="#">National Industrial Recovery Act (1933)</a></li> <li>• <a href="#">National Labor Relations Act (1935)</a></li> <li>• <a href="#">Social Security Act (1935)</a></li> <li>• <a href="#">President Franklin Roosevelt’s Radio Address unveiling the second half of the New Deal (1936)</a></li> <li>• <a href="#">New Deal Resources</a></li> <li>• <a href="#">Applicable selections from Choices Program: Between World Wars: FDR and the Age of Isolationism Book</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can analyze the purpose and effects of both the First and Second New Deal programs in providing relief, reform, and recovery. (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.2.1, HS-3.1.1, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.4.1, HS-5.1.1, HS-5.1.2, HS-5.2.5)</li> <li>• I can analyze whether the New Deal programs succeeded in achieving relief, reform, and recovery in the United States. (HS-1.1.1, HS-1.1.3, HS-2.2.1, HS-3.1.1, HS-3.3.4, HS-3.4.2, HS-5.1.1, HS-5.1.2, HS-5.2.5)</li> <li>• I can explain the political conflicts that arose during the New Deal and the role each branch of government played in the decisions made. (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.1.1, HS2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-5.1.1, HS-5.1.2, HS-5.2.5)</li> <li>• I can identify and describe the immediate and long-term social effects the New Deal had on American society. (HS-2.1.1, HS-2.2.1, HS3.1.1, HS-3.2.2, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.3, HS-4.3.1, HS-4.4.1, HS-5.1.1, HS5.1.2, HS-5.2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the text and impact of FDR’s first Fireside Chat along with citizens’ responses in the “FDR and the Banking Holiday- Calm during Crisis” LDC Module. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p><i>Above link contains connection to a module with primary sources, lessons, and mini-tasks that teachers can use with each source or the whole module. Search title above.</i></p> <ul style="list-style-type: none"> <li>• Address the Compelling Question “Was the New Deal a Good Deal?” by completing the “<a href="#">New Deal</a>” module by C3 Teachers.</li> </ul> <p><i>Above link contains connection to a module with primary sources, lessons, and mini-tasks that teachers can use with each source or the whole module. Search title above.</i></p> <ul style="list-style-type: none"> <li>• Explain how the principles of republican government (checks and balances, separation of power) and judicial independence relate to Roosevelt’s conflicts with the Supreme Court and the Congress.</li> <li>• Evaluate the fundamental shift in role of government during this era as it becomes more proactive in the areas of the national economy and social welfare. Is this a positive shift for the country?</li> <li>• Discuss lasting/present day/continuing benefits of the New Deal Era (Social Security, TVA, works of art).</li> </ul>	
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**Topic 2: WORLD WAR II****Suggested Duration: 2 Weeks****COMPELLING QUESTION(S):**

Why was the United States on the Winning side of WWII?

**VOCABULARY:**

totalitarianism, fascism, Nazism, appeasement, nonaggression pact, Allied Powers, axis Powers, Lend-Lease Act, Atlantic Charter, War Productions board, rationing, Battle of Midway, Hiroshima, Nagasaki, Yalta conference, Potsdam conference, Nuremburg Trials, internment

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

- SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2
- SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3
- SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2
- SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3
- SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).
- SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.
- SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2
- SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2
- SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, and regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.
- SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2
- SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, and rivers) and human characteristics (e.g., interstate highways, urban centers, and workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-5.2.5** Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower). DOK 3

**SS-HS-5.3.4** Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can explain how the results of World War I and the rise of nationalism led to the rise of totalitarianism in Europe. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS-3.1.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.4, HS-5.1.1, H2-5.1.2, HS-5.3.4)</li> <li>I can analyze how the failures of the Treaty of Versailles resulted in increased tensions and the outbreak of war in Europe. (HS-1.1.1, HS2.1.1, HS-2.3.1, HS-3.1.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.4, HS-5.1.1, H25.1.2, HS-5.3.4)</li> <li>I can explain why the United States entered World War II. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS2.3.2, HS-3.1.1, HS-4.1.1, HS-5.1.1, H2-5.1.2, HS-5.2.5, HS-5.3.4)</li> <li>I can describe how the U.S. government mobilized the nation for war. (HS-1.1.1, HS1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.3, HS-3.3.1, HS-3.3.4,</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the international nature of the Great Depression and how the Great Depression was hard on Germany in post WW I Europe.</li> <li>Create a chart that details the rise of nationalism and totalitarian governments in Germany, Italy, Spain, Soviet Union, and Japan analyze the reasons these governments succeeded.</li> <li>Use primary sources with students to create a timeline of the American history of isolationism/detachment from foreign (European) affairs, dating to principles of the Monroe Doctrine and have students write an argument to support or against US interventions.</li> <li>Analyze primary source documents from WWII using the “World War II: Primary Source Stations” mini-task from LDC. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p><i>Above link contains connection to a mini-task with primary sources that teachers can use. Search title above.</i></p> <ul style="list-style-type: none"> <li>Explain and discuss Pearl Harbor as the triggering event that led to US involvement in WWII.</li> <li>Have students analyze propoganda distributed in the U.S. and during World War II and explain the messages presented through propoganda.</li> </ul>	<ul style="list-style-type: none"> <li><i>Weimar Germany and the Rise of Hitler</i></li> <li>Choices Program: <i>Between World Wars: FDR and the Age of Isolationism</i> <a href="#">Book</a></li> <li><a href="#">Lend-Lease Act (1941)</a></li> <li><a href="#">FDR and the Four Freedoms Speech (1941)</a></li> <li><a href="#">FDR Presidential Library and Museum</a></li> <li><a href="#">Joint Address to Congress Leading to a Declaration of War Against Japan (1941)</a></li> <li><i>Ending the War Against Japan: Science, Morality, and the Atomic Bomb</i></li> <li><a href="#">Manhattan Project Notebook (1942)</a></li> <li><a href="#">Executive Order 8802: Prohibition of Discrimination in the Defense Industry (1941)</a></li> <li><a href="#">Executive Order 9066: Resulting in the Relocation of Japanese (1942)</a></li> <li><a href="#">General Dwight D. Eisenhower’s Order of the Day (1944)</a></li> <li><a href="#">World War II</a></li> <li><a href="#">Congressional Medal of Honor Foundation</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can analyze the Allies’ response to the Holocaust and war crimes. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, H2-5.1.2, HS-5.2.5)</li> <li>• I can evaluate the social, political, and economic impacts of World War II on the home front. (HS-1.1.1, HS-1.1.2, HS-1.2.2, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-3.1.1, HS-3.2.3, HS-3.3.1, HS-3.4.2, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-5.1.1, H25.1.2, HS-5.2.5)</li> <li>• I can identify and evaluate the scientific and technological developments in America during and after World War II. (HS-1.3.3, HS-2.1.1, HS-3.1.1, HS-3.1.2, HS-3.3.1, HS-3.4.2, HS4.3.2, HS-5.1.1, H2-5.1.2, HS-5.2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and essay or simply examine the sources in the “Argumentative Essay on the Causes of Japanese American Internment” LDC Module. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> <li>• Analyze several perspectives about the US and the Cold war through the modules offered in the LDC CoreTools Library. Use the link below and search “Cold War” for several options. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p><i>Above two links contain connections to a mini-task with primary sources that teachers can use. Search title above.</i></p> <ul style="list-style-type: none"> <li>• Discuss with students the concept of wartime rationing. Have students speculate on what essential items might have been rationed in a time of war.</li> <li>• Debate the use of nuclear weapons on Japan during World War II (military argument, ethical argument, etc.). (See Choices unit at right for resources.)</li> <li>• Have students read and discuss issues and decisions made at the Yalta and Potsdam Conferences.</li> <li>• Address the Compelling Question “Why was the U.S. on the winning side of World War II?” by completing the “<a href="#">World War II</a>” module by C3 Teachers.</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson</i></p>	
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**Topic 3: THE COLD WAR AND THE 1950s****Suggested Duration: 2 Weeks****COMPELLING QUESTION(S):**

Was the Cold War inevitable?

Was containment an effective policy to thwart communist expansion?

**VOCABULARY:**

United Nations, satellite nations, containment, Iron Curtain, Cold War, Capitalism, Communism, Socialism, Truman Doctrine, domino theory, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization (NATO), Korean War, blacklist, Hollywood Ten, Alger Hiss, Rosenberg's, McCarthyism, brinkmanship, Warsaw Pact, Eisenhower Doctrine, U-2 Incident, baby boom, Consumerism, urban renewal, Eisenhower, G.I. Bill of Rights, American Dream, suburbs, 1950s popular culture

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, and crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, and political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers), evaluate how these principles protect individual rights, and promote the "common good." DOK 3

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. DOK 3

**SS-HS-5.3.5** Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can identify the reasons behind the tension between the United States and Soviet Union following the end of World War II. (HS-1.1.1, HS2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS3.4.2, HS-3.4.3, HS-4.1.1, HS-4.2.3, HS-4.2.4, HS5.1.1, HS-5.1.2, HS-5.2.7, HS-5.3.5)</li> <li>I can explain the rationale behind foreign policy decisions made by the United States at the onset of the Cold War. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS3.1.1, HS-3.2.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS5.2.7, HS-5.3.5)</li> <li>I can explain why Germany became a centerpiece for the struggle between the United States and the Soviet Union during the Cold War. (HS-1.1.1, HS-1.1.2, HS-2.1.1, HS2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.4, HS-5.1.1, HS5.1.2, HS-5.2.7, HS-5.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss Churchill’s “Iron Curtain” speech and the meaning of the term Cold War.</li> <li>Have students complete a political map of Europe, drawing in the Iron Curtain, being sure to split Germany. Highlight countries that became part of NATO and the Warsaw Pact.</li> <li>Analyze several perspectives about the US and the Cold war through the modules offered in the LDC Core Tools Library. Use the link below and search “Cold War” for several options. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p><i>Above link contains connection to a mini-task with primary sources that teachers can use. Search title above. Search title above.</i></p> <ul style="list-style-type: none"> <li>Examine the causes of the Cold War through the lesson series “<a href="#">The Origins of the Cold War, 1945-1949</a>”</li> <li>Compare the economic systems of capitalism, communism, and socialism.</li> <li>Use graphic organizer to identify the causes and effects of McCarthyism.</li> <li>Analyze the foreign policy decisions made by the U.S. during the early stages of the Cold War: Berlin, Korea, NATO, Nation Building, etc.</li> <li>Analyze the policy of containment using the “Cold War Containment Policy Effective Way to Confront the Spread of Soviet Communism or Misguided?” LDC Module <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Cold War</a></li> <li><a href="#">Ideological Foundations of the Cold War</a></li> <li><a href="#">Harry S. Truman Library &amp; Museum</a></li> <li><a href="#">Servicemen’s Readjustment Act (1944)</a></li> <li><a href="#">Executive Order 9981: Desegregation of the Armed Forces (1948)</a></li> <li><a href="#">National Interstate and Defense Highways Act (1956)</a></li> <li>Choices Program: <i>The Origins of the Cold War: U.S. Choices after World War II</i> <a href="#">Book</a></li> <li><a href="#">Truman Doctrine (1947)</a></li> <li><a href="#">Marshall Plan (1948)</a></li> <li><a href="#">Senate Resolution 301: Censure of Senator Joseph McCarthy (1954)</a></li> <li><a href="#">The Cold War Museum</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can compare the economic systems of the Soviet Union and the United States. (HS-3.1.1, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS3.4.1, HS-3.4.2, HS-3.4.3, HS-5.2.7, HS-5.3.5)</li> <li>• I can explain why many Americans feared the spread of communism in the United States. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.4.3, HS-4.2.3, HS-4.2.4, HS5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can explain why the United States became involved in the conflicts of other parts of the world (i.e., China, Korea, and Eastern Europe) during the Cold War. (HS-1.1.1, HS-2.1.1, HS 2.3.1, HS-2.3.2, HS-3.1.1, HS-3.4.3, HS-4.1.1, HS4.1.3, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS5.2.7, HS-5.3.5)</li> <li>• I can describe American life post-World War II and the economic boom that took place. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.3.3, HS2.1.1, HS-3.1.1, HS-3.2.3, HS-3.3.1, HS-3.4.2, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.3, HS4.3.1, HS-4.3.2, HS-4.4.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> </ul>	<p><i>Above link contains connection to a mini-task with primary sources that teachers can use. Search title above. Search title above.</i></p> <ul style="list-style-type: none"> <li>• Discuss the concept of “mass hysteria” and American fear of communism. Review information on the House Committee on Un-American Activities. Have students determine if they believe such action was necessary. Why or why not?</li> <li>• Discuss the impact of the race for the H-bomb, the race to space (Sputnik), and the U-2 incident on American thinking and action.</li> <li>• Research the following and report on its impact on American life during the 1950s: growth of the suburbs, interstate highways and an automobile culture, mass consumerism, music (rock and roll), mass media.</li> </ul>	
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**Topic 4: CIVIL RIGHTS MOVEMENT****Suggested Duration: 2 Weeks****COMPELLING QUESTION(S):**

Did the Civil Rights movement of the 1960s effectively Change the nation?

Has Civil Rights ever been achieved?

**VOCABULARY:**

segregation, National Association for the Advancement of Colored People (NAACP), Thurgood Marshall, Brown v. Board of Education of Topeka, Rosa Parks, Martin Luther King Jr., Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Congress of Racial Equality (CORE), freedom riders, sit-ins, Civil Rights Act of 1964, Freedom Summer, Voting Rights Act of 1965, de facto segregation, de jure segregation, Malcolm X, Stokely Carmichael, Black Panthers, Civil Rights Act of 1968, affirmative action

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.1** Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, and rivers) and human characteristics (e.g., interstate highways, urban centers, and workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can analyze how the struggle for freedom, equality and liberty for African Americans was a long process and involved many organizations, leaders, and movements. (HS-1.1.1, HS-1.1.3, HS-1.2.2, HS-1.3.1, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.2.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>I can compare the advantages and disadvantages of violent and non-violent protest. (HS-1.1.3, HS-1.2.2, HS-1.3.1, HS-1.3.3, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>I can describe the impact of organizations like the NAACP, SNCC, and CORE had on the Civil Rights Movement. (HS-1.1.3, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>Divide class into groups and have each research and provide a presentation or activity for the class about one following component of the Civil Rights Movement:               <ul style="list-style-type: none"> <li>Desegregation and integration: <i>Jackie Robinson and Brown vs. Board of Education</i></li> <li>Strategies of the movement: civil disobedience, boycotts, demonstrations, sit-ins, marches, freedom riders, legal actions</li> <li>Human Expression: songs, literature, speeches, and letters</li> <li>Ideologies: Martin Luther King Jr. vs. Malcolm X</li> <li>Violence: actions against activists, assassinations, urban riots.</li> </ul> </li> <li>Have students brainstorm and chart the effects of the Civil Rights Movement on African-American life.</li> <li>Have students brainstorm the impact the Civil Rights Movement of the 1950s and 1960s had on the lives of African Americans. Then ask individual students to identify 1) three effects on lives of African Americans and 2) three current-day civil rights issues.</li> <li>Examine major events in the movement through the "Significant Events of the Civil Rights Movement Debate Carousel" LDC Mini-Task. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Brown v. Board at Fifty: "With an Even Hand"</a></li> <li><a href="#">Executive Order 10730: Desegregation of Central High School (1957)</a></li> <li><a href="#">Official Program for the March on Washington (1963)</a></li> <li><a href="#">Civil Rights Act (1964)</a></li> <li><a href="#">Voting Rights Act (1965)</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can describe the impact that sit-ins and freedom rides had on the Civil Rights Movement. (HS-1.1.3, HS-1.2.2, HS-1.3.3, HS2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.3, HS4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can analyze the action or inaction of the U.S. government in supporting equal rights for African-Americans. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can analyze why there was resistance in granting equality to African-Americans, particularly in the southern states. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can explain how the Civil rights movement affected society (i.e., education, race relations, equal access to facilities and resources). (HS-1.1.3, HS-1.2.1, HS-1.2.2, HS1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the impact of the Civil Rights legislation through “The Consequences of the Civil Rights Acts of 1964 and 1965” LDC Module. <a href="https://coretools ldc.org/login">https://coretools ldc.org/login</a> (requires free registration &amp; log in)</li> </ul> <p><i>Above two links, contain connections to a mini-task with primary sources that teachers can use. Search title above. Search title above.</i></p> <ul style="list-style-type: none"> <li>• Examine legislation during the Jim Crow era and after the Civil Rights Movement. Compare life for African Americans before and after.</li> <li>• Have students research different organizations and their impact on the Civil Rights Movement and getting key legislation passed.</li> </ul>	
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# U.S. History (1850-Present)



THE DIOCESE  
of ALEXANDRIA

Unit 4

PROTEST, INNOVATION, AND SECURITY (1960 - PRESENT)

## Topics:

- The 1960s
- The 1970s
- Reagan and Bush
- Clinton
- New Millennium

## Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

## Duration:

7 weeks

## FUNDAMENTAL SKILLS STANDARDS

### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: THE 1960s****Suggested Duration: 2 Weeks****COMPELLING QUESTION(S):**

Was the policy of Containment a success?

Did the United States Win the Cold War?

Were the domestic policies of Kennedy and Johnson successful?

**VOCABULARY:**

Fidel Castro, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, Limited Test Ban Treaty, New Frontier, Great Society, Economic Opportunity Act, Medicare, Medicaid, Warren Court, Miranda vs. Arizona, domino theory, Ho Chi Minh, Vietminh, Vietcong, Ho Chi Minh Trail, Tonkin Gulf Resolution, War Powers Act, credibility gap, draft, Tet Offensive, My Lai Massacre, Kent State University, Counter culture, United Farm Workers Organizing Committee, Cesar Chavez

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.1** Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2.

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can analyze why the conflict between the Soviet Union and the United States escalated during Kennedy's presidency. (HS-1.1.1, HS-1.2.1, HS2.1.1, HS-2.3.1, HS-2.3.2, HS-3.2.1, HS-3.4.3, HS4.1.1, HS-4.1.3, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS5.1.2, HS-5.2.7)</li> <li>I can evaluate the significance of the Cuban Missile Crisis, Bay of Pigs, and the crisis in Berlin. (HS-1.1.2, HS-1.2.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.7)</li> <li>I can evaluate the political and diplomatic actions and policies of Presidents Kennedy and Johnson during the Cold War. (HS-1.1.1, HS-1.1.2, HS1.1.3, HS-1.2.1, HS-1.2.2, HS-2.1.1, HS-2.3.1, HS2.3.2, HS-3.1.2, HS-3.2.1, HS-3.4.3, HS-4.1.1, HS4.1.3, HS-5.1.1, HS-5.1.2, HS-5.2.7)</li> <li>I can compare the effectiveness of actions and policies of Kennedy and Johnson to maintain and restore world peace during their presidencies. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS1.2.1, HS-1.2.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS3.1.1, HS-3.1.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS5.1.1, HS-5.1.2, HS-5.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>Use time lines, photos, readings, and discussion to trace the continuance of the Cold War through examination of building the Berlin Wall, the Cuban Missile Crisis, and the "Race to Space.</li> <li>Have students evaluate possible choices for Kennedy in the Cuban Missile Crisis and determine which position they might have taken and why.</li> <li>Examine letters between JFK and Soviet Chairman Khrushchev connected to the Cuban Missile Crisis through this lesson <a href="http://sheg.stanford.edu/cuban-missile-crisis">http://sheg.stanford.edu/cuban-missile-crisis</a> (Website requires free account to log in and download all resources.)</li> <li>Compare Kennedy's New Frontier with Johnson's Great Society with resources from <a href="#">The Social Studies Help Center</a>.</li> <li>Was the Great Society Successful? <a href="#">Evaluating the Great Society</a></li> <li>Have students evaluate the elements of the Great Society, argue if they were effective programs, and define the outcomes.</li> <li>Develop a time line tracing the beginnings of U.S. involvement in the Vietnam War up through American withdrawal and the collapse of South Vietnam.</li> <li>Have students read and discuss the history of the Tonkin Gulf Resolution. How did this lead to the 1973 War Powers Act?</li> <li>Discuss the impact of the media on American opinion about the Vietnam War by looking at war coverage and opinion polls.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Armistice Agreement for the Restoration of the South Korean State (1953)</a></li> <li><a href="#">President Dwight D. Eisenhower's Farewell Address (1961)</a></li> <li>Choices Program: <i>The Cuban Missile Crisis: Considering its Place in Cold War History</i> <a href="#">Book</a></li> <li><a href="#">President Kennedy's Inaugural Address, January 20, 1961</a></li> <li><a href="#">John F. Kennedy Presidential Library and Museum</a></li> <li><a href="#">Executive Order 10924: Establishment of the Peace Corps (1961)</a></li> <li><a href="#">Test Ban Treaty (1963)</a></li> <li>Choices Program: <i>The Limits of Power: The United States in Vietnam</i> <a href="#">Book</a></li> <li><a href="#">Tonkin Gulf Resolution (1964)</a></li> <li><a href="#">The Great Society Speech</a> from American Experience Clip</li> <li><a href="#">Congressional Medal of Honor Foundation</a></li> <li><a href="#">LBJ Presidential Library and Museum</a></li> </ul>

<ul style="list-style-type: none"><li>• I can explain the “domino theory” and how it led the US becoming involved in Vietnam. (HS1.1.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.2, HS-3.2.1, HS-3.4.3, HS-4.1.1, HS-4.2.1, HS4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.7)</li><li>• I can analyze sources to determine how the media affected the declining support for the war in Vietnam. (HS-1.3.3, HS-2.1.1, HS2.3.1, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li><li>• I can describe how the anti-war movement affected how Americans viewed the government and the war. (HS-1.1.1, HS-1.1.3, HS-1.3.1, HS1.3.3, HS-2.1.1, HS-2.3.1, HS-4.2.1, HS-5.1.1, HS5.1.2, HS-5.2.6)</li><li>• I can explain the societal issues that lead to the rise of a counter culture in the 1960s. (HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6) 4.1.3, HS-4.2.2)</li><li>• I can explain the societal issues that lead to the rise of a counter culture in the 1960s. (HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li></ul>	<ul style="list-style-type: none"><li>• Conduct a gallery walk of images of the Vietnam War and protests. Discuss and analyze the impact these images would have had upon the American public.</li><li>• Have students review actions of protesters and draw small posters reflecting perspectives used at demonstrations.</li><li>• Focus on 1968 as a “watershed” year in American history. Discuss the TET Offensive, student protests, political challenges, assassinations of Martin Luther King Jr. and Robert Kennedy, violence and urban riots, Chicago convention, and the rise of Richard Nixon.</li><li>• Have students research the plight of migrant workers. Debate whether conditions have changed in today’s America. Discuss the impact of Mexican American culture.</li><li>• Define the term counter culture and trace the roots of the movement.</li></ul>	
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<ul style="list-style-type: none"> <li>• I can analyze how President Johnson’s Great Society programs affected Americans then and now. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-2.1.1, HS2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS4.1.1, HS-4.1.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can argue and defend why the 1960s was the decade of change using relevant historical sources. (HS-1.1.3, HS-1.2.1, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.3, HS-4.2.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can explain the goals of the movements for Latino rights and equality. (HS-1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS2.3.2, HS-3.1.1, HS-4.1.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> </ul>		
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<b>Topic 2: THE 1970s</b>	<b>Suggested Duration: 2 Weeks</b>
<p><b><u>SUPPORTING QUESTION(S):</u></b>  Should Nixon have resigned his Presidency?  Is Protest Patriotic?</p>	
<p><b><u>VOCABULARY:</u></b>  National Organization for Women, Equal Rights Amendment, Roe v. Wade, Watergate scandal, New Federalism, revenue sharing, stagflation, realpolitik, détente, Presidential Pardon, National Energy Act, human rights, Camp David Accords, SALT II, Carter Doctrine, War in Afghanistan, Iran hostage crisis, Earth Day, Silent Spring, Environmental Protection Agency, (Nixon, Ford, Carter)</p>	

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can analyze how the role of the individual in a democratic society played a significant part in obtaining equal rights for minority groups. (HS1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS2.3.1, HS-2.3.2, HS-3.1.1, HS-5.1.1, HS-5.1.2, HS5.2.6)</li> <li>• I can analyze how the role of the individual in a democratic society played a significant part in obtaining equal rights for minority groups. (HS1.1.2, HS-1.1.3, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS2.3.1, HS-2.3.2, HS-3.1.1, HS-5.1.1, HS-5.1.2, HS5.2.6)</li> <li>• I can explain what led to the oil crisis and the ensuing impact it had on everyday Americans. (HS-1.1.1, HS-1.1.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS-4.3.2, HS-4.4.1, HS-4.4.2, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.6, HS-5.2.7)</li> <li>• I can analyze President Nixon’s successes and the scandal that led to his resignation and evaluate his decision. (HS-1.2.1, HS-1.2.2, HS-2.3.1, HS2.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6, HS-5.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the efforts of individuals and groups in advocating for equal rights during this period.</li> <li>• Have students trace the events of the Vietnam War during the Nixon administration and the invasion of Cambodia.</li> <li>• Have students develop a time line of events in the Watergate scandal.</li> <li>• Should Nixon have resigned his Presidency? Students draft arguments that evaluate sources and provide evidence to support claims. <ul style="list-style-type: none"> <li>○ <a href="#">Richard Nixon: A Tricky Legacy to Teach</a></li> <li>○ <a href="#">Nixon Had Some Successes, Before His Disgrace</a></li> </ul> </li> <li>• Have students brainstorm how the Vietnam War and the Watergate scandal changed American attitudes about the federal government.</li> <li>• Investigate the <a href="#">SALT</a> Treaties and highlight the key components.</li> <li>• Examine the economic difficulties during Nixon, Ford, and Carter administrations. Analyze the government response to the difficulties and the impact of such decisions</li> <li>• Research why and how environmental concerns became a significant issue beginning in the 1970s.</li> <li>• Trace the origins of the oil crisis and the U.S. response.</li> <li>• Have students create a magazine on the “Carter Years.” Include in the magazine editorials written by students about: <ul style="list-style-type: none"> <li>○ Economy</li> <li>○ Government</li> <li>○ Foreign Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Nixon’s First Watergate Speech</a></li> <li>• <a href="#">Watergate at 40: The long Shadow of the ‘national nightmare’</a>, <i>The Washington Post</i></li> <li>• <a href="#">The Camp David Accords</a></li> <li>• <a href="#">Iranian Hostage Crisis of 1979</a></li> <li>• <a href="#">SALT I and II</a></li> <li>• Jimmy Carter, <a href="#">Crisis of Confidence</a> Speech Transcript</li> <li>• <a href="#">Carter and Crisis: Rescuing Hostages</a></li> <li>• <a href="#">Richard Nixon Presidential Library and Museum</a></li> <li>• <a href="#">Gerald R. Ford Presidential Library &amp; Museum</a></li> <li>• <a href="#">Jimmy Carter Presidential Library &amp; Museum</a></li> </ul>

<ul style="list-style-type: none"><li>• I can analyze how inflation and unemployment affected the U.S. economy throughout the 1970s and the impact of economic decisions. (HS-1.1.2, HS-1.1.3, HS-2.1.1, HS-2.2.1, HS-3.1.1, HS-3.2.2, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li><li>• I can explain why environmental concerns became a political issue under President Nixon and President Carter. (HS-1.1.3, HS-1.2.1, HS1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.4.3, HS-4.1.1, HS4.1.3, HS-4.2.1, HS-4.2.2, HS-4.4.1, HS-4.4.2, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.6, HS-5.2.7)</li></ul>		
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**Topic 3: REAGAN AND BUSH****Suggested Duration: 1 Weeks****SUPPORTING QUESTION(S):**

How should the President foster economic opportunity?

**VOCABULARY:**

Entitlement Programs, New Right, affirmative action, reverse discrimination, conservative coalition, Moral Majority, supply side-economics, Strategic Defense Initiative, Sandra Day O'Connor, deregulation, AIDS, pay equity, Mikhail Gorbachev, INF Treaty, Iran Contra Affair, Tiananmen Square, Persian Gulf War, Operation Desert Storm

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>I can describe how President Reagan’s call for conservatism economically, socially, and politically resonated with American voters in the early 1980s. (HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-2.1.1, HS-2.2.1, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.3.4, HS3.4.1, HS-3.4.2, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS5.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>Have students brainstorm characteristics of liberal and conservative political thinking. Ask students to speculate on reasons why American politics took a conservative turn in 1980.</li> <li>Divide students into three focus groups, each group focusing on Reagan’s policies and actions in one following topic:               <ul style="list-style-type: none"> <li>Reaganomics</li> <li>Military Defense</li> <li>Foreign Affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Ronald Reagan Presidential Foundation &amp; Institute Curriculum and Resources</a></li> <li><a href="#">The Iran-Contra Affair</a></li> <li>News footage- <a href="#">The Iran-Contra Affair November 24, 1986</a></li> <li><a href="#">George Bush Presidential Library and Museum</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can explain Reaganomics and its impact on the American economy in the 1980s. (HS-1.1.3, HS1.2.1, HS-1.2.2, HS-2.1.1, HS-2.2.1, HS-3.1.1, HS3.1.2, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-5.1.1, HS5.1.2, HS-5.2.6)</li> <li>• I can evaluate the social concerns of the 1980s and the policies of Reagan and Bush when addressing these issues. (HS-1.1.1, HS-1.1.2, HS1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS4.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can describe how foreign relations with the Soviet Union improved as the Cold War era ended. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.3.4, HS-4.1.1, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.7)</li> <li>• I can argue the key points of the Iran-Contra Scandal to determine the extent to which presidents Reagan and Bush were guilty of wrongdoing. (HS-1.1.1, HS-1.2.2, HS-2.3.1, HS2.3.2, HS-3.1.1, HS-3.4.3, HS-4.1.1, HS-5.1.1, HS5.1.2, HS-5.2.6, HS-5.2.7)</li> <li>• I can create an argument for or against the US involvement in foreign relations of other countries using the Persian Gulf War as an example. (HS-1.1.1, HS-1.2.1, HS-2.1.1, HS2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-4.1.1, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Address the Compelling Question “How Should the President foster Economic Opportunity?” by completing the “Johnson and Reagan” module by C3 Teachers</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson.</i></p> <ul style="list-style-type: none"> <li>• Analyze how the Iran Hostage Crisis affected an entire presidency of Jimmy Carter.</li> <li>• Conduct a History Lab where students consider U.S. Foreign Policy decisions in the Late 1970s and 1980s.</li> <li>• Analyze a timeline and documents to reveal the events of the Iran-Contra Affair.</li> <li>• Discuss the causes, conduct, and consequences of the Gulf War.</li> </ul>	
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**Topic 4: CLINTON****Suggested Duration: 1 Weeks****SUPPORTING QUESTION(S):**

Is free trade worth the price?

**VOCABULARY:**

The "New" Democrat, North American Free Trade Agreement, Moderate reforms, Contract with America, Newt Gingrich, Terrorism, Impeachment of Clinton

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-4.4.3** Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can describe how the economic boom during the 1990s was fueled by technology and deficit reduction. (HS-1.1.1, HS-1.1.3, HS-2.1.1, HS-3.1.2, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-4.3.2, HS-5.1.1, HS-5.2.2, HS-5.2.6)</li> <li>• I can analyze the policies of Clinton to explain why he won the presidency in 1992. (HS-1.1.3, HS-1.3.3, HS-2.1.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-4.1.1, HS-4.3.2, HS-5.1.1, HS-5.2.2, HS-5.2.6)</li> <li>• I can compare the economic policies of Clinton and Reagan and argue their impacts on the United States and the world. (HS-1.1.1, HS-1.1.3, HS-2.1.1, HS-2.2.1, HS-3.1.1, HS-3.1.2, HS-3.3.1, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-5.1.1, HS-5.2.2, HS-5.2.6)</li> <li>• I can explain the social issues faced during Clinton’s administration and his response. (HS1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.3.3, HS2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS3.1.2, HS-4.1.1, HS-4.2.2, HS-4.3.1, HS-4.4.2, HS4.4.3, HS-5.1.1, HS-5.2.2, HS-5.2.6))</li> <li>• I can analyze the foreign policies challenges of Clinton and the relationships with former Cold War enemies. (HS-1.1.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.3.4, HS3.4.1, HS-3.4.3, HS-4.1.1, HS-4.2.2, HS-4.2.3, HS4.2.4, HS-4.3.1, HS-4.3.2, HS-4.4.2, HS-4.4.3, HS5.1.1, HS-5.2.2, HS-5.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Examine Clinton’s domestic policies and the notable effects of the policies upon the U.S.</li> <li>• Evaluate primary sources regarding the Oklahoma City Bombing and domestic terrorism.</li> <li>• Investigate the <a href="#">impeachment of Bill Clinton</a></li> <li>• Address the Compelling Question “Is Free Trade worth the Price?” by completing the “<a href="#">Free Trade</a>” module by C3 Teachers</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">William J. Clinton Presidential Library and Museum</a></li> <li>• <a href="#">North American Free Trade Agreement (NAFTA)</a></li> </ul>

<ul style="list-style-type: none"> <li>• I can explain the impact NAFTA had on the American economy and surrounding countries (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.3, HS-3.3.1, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.2.2, HS-4.2.4, HS-4.3.2, HS-4.4.2, HS-4.4.3, HS-5.1.1, HS-5.2.2, HS-5.2.6, HS-5.2.7)</li> <li>• I can explain the process of impeachment and the circumstances that lead to Clinton’s situation. (HS-1.1.1, HS-1.2.1, HS-1.2.2, HS2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.2.2, HS-5.2.6)</li> </ul>		
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<b>Topic 5: NEW MILLENNIUM</b>	<b>Suggested Duration: 1 Weeks</b>
<b>SUPPORTING QUESTION(S):</b> Is national security worth restricting privacy?	
<b>VOCABULARY:</b> urban flight, economic recession, Terrorism, 9/11, War in Afghanistan, War in Iraq, Immigration debate, Obama administration, globalization, Communication revolution	

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS: *Reminder to spiral the Fundamental Skills Standard throughout instruction***

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.1.3** Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-4.4.2** Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

**SS-HS-5.2.6** Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3

**SS-HS-5.2.7** Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can describe the controversy surrounding the 2000 Presidential election. (HS-1.1.1, HS-1.2.1, HS-1.2.2, HS-1.3.3, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-4.1.3, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li> <li>• I can analyze how the terrorist attacks on 9/11 changed how the United States fights terrorism at home and abroad. (HS-1.1.1, HS-1.1.2, HS1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS2.3.1, HS-2.3.2, HS-3.1.2, HS-4.1.1, HS-4.2.1, HS4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.6, HS5.2.7)</li> <li>• I can analyze how 9/11 affected America’s foreign and domestic policies. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.2, HS-3.2.1, HS-3.4.3, HS-4.1.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.6, HS-5.2.7)</li> <li>• I can explain United States involvement in the most recent wars in Iraq and Afghanistan. (HS1.1.1, HS-1.2.1, HS-1.2.2, HS-2.1.1, HS-2.3.1, HS2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS-3.4.3, HS4.1.1, HS-4.2.1, HS-4.2.2, HS-4.2.3, HS-4.2.4, HS5.1.1, HS-5.1.2, HS-5.2.7)</li> <li>• I can analyze the impact of and government response to Hurricane Katrina. (HS-1.1.1, HS1.1.2, HS-1.1.3, HS-1.2.1, HS-1.3.3, HS-2.1.1, HS2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.3, HS4.2.4, HS-4.3.1, HS-4.4.1, HS-4.4.2, HS-5.1.1, HS5.1.2, HS-5.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students examine election data from the 2000 Presidential election. Discuss the controversy surrounding the popular vote versus the Electoral College.</li> <li>• Discuss homeland security before and after the 9/11 terrorist attacks.</li> <li>• Trace the roots of the wars in Iraq and Afghanistan and public opinion on both conflicts.</li> <li>• Research the root causes of the economic recession that began at the end of 2007. How did the recession affect the American people?</li> <li>• Address the Compelling Question, “Who’s to blame for the Great Recession?” by completing the “<a href="#">Great Recession</a>” module by C3 Teachers.</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson.</i></p> <ul style="list-style-type: none"> <li>• Address the Compelling Question “Is Anything New about Today’s Immigration Policy Debate?” by completing the “<a href="#">Immigration</a>” module by C3 Teachers.</li> </ul> <p><i>The above Inquiry Design Module (IDM) contains primary sources and formative tasks that can be part of the module or as a daily lesson.</i></p> <ul style="list-style-type: none"> <li>• Conduct a case study on the <a href="#">Responses to Hurricane Katrina</a>. Use <a href="#">facts</a> to assess the response.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2000 Presidential Election Results</a></li> <li>• <a href="#">9/11 Memorial &amp; Museum</a></li> <li>• <a href="#">U.S.-led attack on Afghanistan begins (2001)</a></li> </ul>

<ul style="list-style-type: none"><li>• I can explain how the United States went from a booming economy to one worst recession since the Great Depression and the government response. (HS-1.1.1, HS-1.1.3, HS-1.2.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS-3.2.2, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-4.1.1, HS-4.1.3, HS-4.3.2, HS-5.1.1, HS-5.1.2, HS-5.2.6)</li><li>• I can compare the concerns of 21st century immigration and those of early American history. (HS-1.1.1, HS-1.1.2, HS-1.1.3, HS-1.2.1, HS-1.2.2, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS-3.2.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS4.2.3, HS-4.2.4, HS-4.3.1, HS-5.1.1, HS-5.1.2, HS-5.2.6, HS-5.2.7)</li></ul>	<ul style="list-style-type: none"><li>• Use media sources to analyze the government response to Hurricane Katrina.<ul style="list-style-type: none"><li>○ <a href="#">Newsweek</a></li><li>○ <a href="#">The New York Times</a></li><li>○ <a href="#">ABC News</a></li><li>○ <a href="#">U.S. Department of State</a></li></ul></li></ul>	
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