

## Growth of Sectionalism, 1819-1861

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			R		M			MM	8-10 days	1

**P.A.S.S. Objective**

- I. Analyze causes, key events, and the effects of the Civil War and Reconstruction.**
- A. Examine the economic and philosophical differences between the North and South, as exemplified by such persons as Daniel Webster and John C. Calhoun.
  - B. Trace the events leading to secession and war.
  - C. Identify leaders on both sides of the war.
- II. Analyze the impact of immigration on American society.**
- B. Discuss the institution of slavery, and the impact of immigration on Native American groups.
- XII C.D. XIII B.C.D.**

**District Objective(s)**

1. Explain why the issue of slavery flared up in 1819.
2. Explain why the slavery question arose again in 1850.
3. Discuss how the issue of fugitive slaves divided the North and South.
4. Discuss the issue of states rights versus federal rights in the slavery issue.
5. Explain why pro-slavery and anti-slavery forces moved into Kansas.
6. Analyze how the Dred Scott decision divided the nation.
7. Evaluate the view of some historians that armed conflict between the North and the South was unavoidable.

SAT9     CRT     EOI     AP    **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Missouri Compromise of 1820</li> <li>2. Compromise of 1850</li> <li>3. Kansas-Nebraska Act</li> <li>4. Daniel Webster</li> <li>5. John C. Calhoun</li> <li>6. <i>Uncle Tom's Cabin</i></li> <li>7. Lincoln and Douglas Debates</li> <li>8. Popular Sovereignty</li> <li>9. John Brown's Raid</li> <li>10. Sectional Issues                             <ul style="list-style-type: none"> <li>a. Industrial North</li> <li>b. Agrarian South</li> </ul> </li> <li>11. Fort Sumter</li> <li>12. Abraham Lincoln</li> <li>13. Jefferson Davis</li> <li>14. Border States</li> <li>15. Confederate States of America</li> <li>16. Frederick Douglass</li> <li>17. William Lloyd Garrison</li> <li>18. Dred Scott</li> </ol>	<p>Chapter 3, Sections 3, 4</p> <p>Chapter 4, Sections 1</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p>Warm-Up Transparency 4</p> <p>Critical Thinking Transparencies CT10, CT44</p> <p>Geography Transparency G10</p> <p>Humanities Transparency H10</p> <p>Electronic Library of Primary Sources</p> <p>Text-Map pg. 168</p> <p>Text-Map pg. 172</p>

Instructional Resources	Strategies/Activities
<p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Textbook: Think Through History G. Page 171, Comparing Lincoln - Douglas Debates</p> <p>Formal Assessment Workbook: Chapter 4, Section 1 Quiz, page 54 The Divisive Politics of Slavery</p> <p>Reading Study Guide: Chapter 4, Section 1, page 47-48 The Divisive Politics of Slavery</p>
Assessments	
<p>8. The Missouri Compromise satisfied the concerns of which two regions of the United States?</p> <p>A. East and West</p> <p>B. North and South</p> <p>C. Northwest and Southwest</p> <p>D. Northeast and Midwest</p> <p>Answer: B</p> <p>2. As revealed by the debates in 1858, a major difference between Lincoln and Douglas was that</p> <p>A. Lincoln thought America should expand, while Douglas thought it should remain as it was.</p> <p>B. Lincoln worked to start a Civil War, while Douglas worked to avoid one.</p> <p>C. They disagreed about how to keep slavery out of the territories.</p> <p>D. They disagreed about the importance of protecting unpopular speech.</p> <p>Answer: C</p>	

## The Civil War, 1861-1865

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	8-10 days	1

### P.A.S.S. Objective

#### I. Analyze causes, key events, and the effects of the Civil War and Reconstruction.

- C. Identify leaders on both sides of the war.
- D. Interpret the importance of critical developments in the war, such as major battles, the Emancipation Proclamation, and Lee’s surrender at Appomattox.
- E. Describe life on the battlefield and on the home front.

XIII A B C D

### District Objective(s)

1. Identify the military goals of each side.
2. Explain why Lincoln issued the Emancipation Proclamation.
3. Describe how African Americans contributed to the Union war effort and the consequences of the war for African Americans.
4. Describe what life was like in the Union and Confederate armies.
5. Identify problems that each side faced during the war.
6. Describe how women helped in the war effort.
7. Discuss the ideals that Lincoln expressed in the Gettysburg Address.
8. Identify key leaders, battles, and other events of the Civil War period.
9. Assess the consequences of the Union victory in the Civil War and how it redefined the United States.

SAT9     CRT     EOI     AP

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Anaconda Plan</li> <li>2. Technological Impact on Weaponry, e.g., canisters, submarines, machine guns, balloons, ironclads</li> <li>3. Battle of Bull Run</li> <li>4. Antietam</li> <li>5. Emancipation Proclamation</li> <li>6. Clara Barton/American Red Cross</li> <li>7. Gettysburg</li> <li>8. War in the West</li> <li>9. Ulysses S. Grant</li> <li>10. Total War</li> <li>11. Robert E. Lee</li> <li>12. Vicksburg</li> <li>13. Sherman’s March</li> <li>14. Appomattox Court House</li> <li>15. Lincoln’s Assassination</li> </ol>	<p>Chapters 4, Sections 2, 3</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p>Warm-Up Transparency 4</p> <p>Critical Thinking Transparencies CT11, CT45</p> <p>Geography Transparencies G11, G37</p> <p>Humanities Transparencies H11,</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>War Outside My Window</i></p>

Instructional Resources	Instructional Resources
<p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Video: <i>Ken Burns' Civil War Series</i></p> <p>Video: <i>"Glory"</i></p>
	<p><b>Strategies/Activities</b></p>
	<p>Map Activity (sectional divisions, Union, Confederate, border states, territories, major cities, railroads)</p> <p>Textbook: Think Through History, G. Theme, page 183, Women in America</p> <p>Unit Writing Assignment (students may select a Civil War topic [i.e., people, battle, technology, etc.]</p> <p>Activity: <i>Discuss Battle of Honey Springs, Native American Tribes (from Oklahoma History Textbook)</i></p> <p>Create a Civil War Time Line of Major Events</p> <p>In-Depth Resources: Review Unit 1, Ch. 4, Section 2, pg. 106-107, The States Choose Sides</p> <p>Civil War Battle Book (pairs, small groups)</p>
<p><b>Assessments</b></p>	

Test over map (identify key locations and events)

1. How did Lincoln’s Gettysburg Address change people’s ideas about their country?
  - A. It helped them see the United States as a single nation, not just a group of states.
  - B. It made them think about a country without slavery.
  - C. It showed the real differences between the North and South.
  - D. It suggested that the Union and Confederacy would never come together again.
 Answer: A

### Reconstruction, 1863-1877

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	4 - 6 days	1

**P.A.S.S. Objective**

- I. **Analyze causes, key events, and the effects of the Civil War and Reconstruction.**
  - F. Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.
  - G. Recognize the impact of Reconstruction policies on the South, and Southern reaction during the Reconstruction era (e.g., Black Codes, Ku Klux Klan, and Jim Crow laws).
- XI. **Evaluate how the principles and structures in the United States Constitution have changed through constitutional amendment, judicial interpretation, and governmental practice since 1850.**
  - A. Examine all the constitutional amendments (including the Bill of Rights), the conflicts or situations they addressed, and the reasons for their adoption.

XII F XIII B

**District Objective(s)**

1. Identify the hardships that the South faced after the Civil War.
2. Identify President Lincoln’s plan for reunion.
3. Explain why Congress opposed President Johnson’s Reconstruction plan.
4. Describe how white southerners tried to limit the rights African Americans.
5. Identify the goals of Radical Republicans.
6. Explain why Congress tried to remove President Johnson from office.
7. Identify the thirteenth, fourteenth and fifteenth amendments.
8. Identify the groups that dominated southern politics during Reconstruction.
9. Describe how some white southerners used terror to regain control of the South.
10. Describe what life was like for freedmen and poor whites during Reconstruction.
11. Assess the impact of Reconstruction on the struggle for racial equality.

<input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input checked="" type="checkbox"/> EOI <input checked="" type="checkbox"/> AP	<b>Textbook Rating 1</b>
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<b>Topics</b>	<b>Textbook Correlation</b>
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<ol style="list-style-type: none"> <li>1. Freedmen’s Bureau</li> <li>2. Lincoln’s and Johnson’s Reconstruction</li> <li>3. Johnston’s Impeachment</li> <li>4. Military Reconstruction Act of 1867</li> <li>5. Black Codes</li> <li>6. Civil War Amendments               <ol style="list-style-type: none"> <li>a. Thirteenth Amendment (ratified Dec 1865)</li> <li>b. Fourteenth Amendment (ratified July 1868)</li> <li>c. Fifteenth Amendment (ratified Feb 1870)</li> </ol> </li> <li>7. Racial Bias in the North</li> <li>8. Ku Klux Klan</li> <li>9. Carpetbaggers</li> <li>10. Scalawag</li> <li>11. Compromise of 1877/Rutherford D. Hayes</li> </ol>	Chapter 4, Section 4
	<b>Instructional Resources</b>
	<p>Warm-Up Transparency 4 and TR</p> <p>Critical Thinking Transparencies CT12, CT46</p> <p>Geography Transparency G12</p> <p>Humanities Transparencies H12, H34</p> <p>Electronic Library of Primary Sources</p>

<b>Instructional Resources</b>	<b>Strategies/Activities</b>
<p>American Stories video series: <i>Teacher of a Freed People</i></p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Reconstruction Plan Comparison (Lincoln, Johnson, Radical Republican)</p> <p>Civil War Amendment Assignment (13th/14th/15th)</p> <p>Cause and Effect Assignment (Match selected causes with appropriate effects)</p> <p>Formal Assessment, Chapter 4, Section 4 Quiz, page 57 (Reconstruction and Its Effects)</p> <p>Reading Study Guide, Chapter 4, Section 4, page 53-54 (Reconstruction and Its Effects)</p>

**Assessments**

1. After the Civil War, the Radical Republicans \_\_\_\_
  - A. wanted Confederates legislators to run Congress
  - B. thought slavery should be reinstated
  - C. opposed legislation that granted rights to African Americans
  - D. supported laws that ensured African-American rights.

Answer: D

Match Civil War Amendments with appropriate points.

### Changes on the Western Frontier, 1877-1900

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	4 - 6 days	1

**P.A.S.S. Objective**

**II. Analyze the impact of immigration on American society.**

B. Discuss the impact of immigration on Native American groups.

**III. Summarize causes and effects of the Industrial Revolution in the United States.**

F. Examine the causes of the money panics of 1873, 1893, and 1907, and explain how the establishment of the Federal Reserve System addressed these problems.

**\*XII. Explain relationships between geography and the historical development of the United States by using maps, pictures, and computer-based technologies.**

\*B. Trace the advance of the frontier and the territorial expansion of the United States, explaining how it was influenced by the physical environment.

\*E. Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.

II C XIII F

**District Objective(s)**

1. Identify significant events in the settlement of the West.
2. Identify reasons for the westward migration.
3. Describe what happened to the Native American population as settlers moved westward.
4. Describe how the destruction of the buffalo herds affected the Plains Indian's way of life.
5. Identify the hardships that farmers faced on the Plains.
6. Compare the points of view of farmers and industrialists on tariffs and currency policy.
7. Examine the government's policies toward the Plains Indians.

SAT9    CRT    EOI    AP   \* not tested on EOI

**Textbook Rating 1**

<b>Topics</b>		<b>Textbook Correlation</b>
1. Discovery of Gold and Silver 2. Exodusters 3. Homestead Act 4. Native Americans <ul style="list-style-type: none"> <li>a. Second Removal</li> <li>b. Indian Wars (e.g. Little Big Horn, Sitting Bull, Geronimo, Chief Joseph, Crazy Horse, Wounded Knee, George A. Custer)</li> </ul> 5. Dawes Act of 1887 6. End of Buffalo 7. Modernized Farming 8. Cattle Industry 9. Railroads 10. Homesteaders 11. End of the Frontier/Barbed Wire 12. Morrill Land Grant Act 13. Populism 14. Monetary Policy/Bimetallic System		Chapter 5
		<b>Instructional Resources</b>
		Warm-Up Transparency 5  Critical Thinking Transparencies CT13, CT47  Geography Transparency G13  Humanities Transparency H13  Electronic Library of Primary Sources  American Stories video series: <i>A Walk in Two Worlds</i>
<b>Instructional Resources</b>		<b>Strategies/Activities</b>

<p>Literature: from <i>My Antonia</i> by Willa Cather</p> <p>Video: <b>“I Will Fight No More Forever”</b> (Chief Joseph of the Nez Perce)</p> <p>Western Art</p> <p>Oklahoma Council for the Humanities History Alive Program</p> <p>Oklahoma Historical Society-Living History Programs</p> <p>Video: <b>Frontier House</b> (PBS Documentary)</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Homestead Assignment (Groups select supplies to take West)</p> <p>Reading Study Guide, Ch 5, Sections 1-4, pages 57-64 (Changes on the Western Frontier)</p> <p>In-depth Resources: Unit 2, Ch 5, Section 3, page 12-14 (Literature: “My Antonia” by Willa Cather)</p> <p>In-depth Resources: Unit 2, Ch 5, Section 4, page 71 (Farmers and the Populist Movement)</p> <p>In-depth Resources Unit 2, Ch 6, Section 2, page 30-32 (Literature: “The Bride Comes to Yellow Sky” by S. Crane)</p>
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### Assessments

1. Which statement best summarizes the argument white settlers used to claim land in the Great Plains on which Native Americans lived:
  - A. Native Americans roamed the plains hunting buffalo.
  - B. Native Americans had not settled down to improve the land.
  - C. There was room for more people on the Great Plains.
  - D. Native Americans had left their farming villages on the Great Plains.

Answer: B

## A New Industrial Age, 1877-1900

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	5-7 days	1

**P.A.S.S. Objective**

**III. Summarize causes and effects of the Industrial Revolution in the United States.**

- A. Discuss the impact of new inventions and industrial production methods, and new technologies in transportation and communication.
- B. Evaluate the significance of immigration in labor supply and the movement to organize workers.

**District Objective(s)**

1. Identify what working conditions were like in factories of the late 1800s and the need to form unions.
2. Describe the labor movement’s treatment of immigrants and African Americans.
3. Explain why labor unions faced opposition.
4. Identify the builders of the first cross-country railroad.
5. Describe how railroads helped open the West.
6. Describe how railroads became more efficient after the Civil War.
7. Describe how the growth of railroads fueled the growth of industry.
8. Identify what made steel an important industry.
9. Identify ways in which Andrew Carnegie and John Rockefeller transformed business in the late 1800s.
10. Identify the inventions that improved communication in the 1800s.

SAT9     CRT     EOI     AP

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Black Gold – Edwin L. Drake</li> <li>2. Bessemer Steel Process</li> <li>3. Transcontinental Railroad</li> <li>4. Electric Power: Thomas Edison</li> <li>5. Communication               <ul style="list-style-type: none"> <li>a. Samuel F. B. Morse - Chapter 3</li> <li>b. Alexander Graham Bell</li> </ul> </li> <li>6. Industrial Growth               <ul style="list-style-type: none"> <li>a. Andrew Carnegie</li> <li>b. Social Darwinism</li> <li>c. John D. Rockefeller</li> <li>d. J. P. Morgan</li> <li>e. Sherman Anti-Trust Act</li> </ul> </li> <li>7. Labor Movement               <ul style="list-style-type: none"> <li>a. Samuel Gompers</li> <li>b. Working Conditions</li> <li>c. Effect of working conditions on women and children</li> <li>d. Conflicts and Strikes</li> <li>e. Eugene Debs</li> </ul> </li> </ol>	<p>Chapters 6</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p><del>Warm Up Transparency 6</del></p> <p>Critical Thinking Transparencies CT14, CT48</p> <p>Geography Transparency G14</p> <p>Humanities Transparencies H14, H35</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>Gusher</i></p>

**Instructional Resources**

**Instructional Resources**

<p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprrtec.org">www.hprrtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.henryfordmuseum.com">www.henryfordmuseum.com</a>  Text: Geography Spotlight, Ch 6, Section 1, page 250-251 (Industry Changes the Environment)  Railroads Map Pg. 254  Science Department  Western Art (Cowboy Hall of Fame/Omniplex)</p>	<p>Video: <i>“Transcontinental Railroad”</i>  Video: <i>“Andrew Carnegie”</i> (A&amp;E Biography)</p>
	<p><b>Strategies/Activities</b></p> <p>In-depth Resources: Unit 2, Ch 6, Section 3, page 21 (Big Business Emerges)  In-depth Resources: Unit 2, Ch 6, Section 3, page 27 (“Wealth and It’s Uses” by Andrew Carnegie)  Formal Assessment, Ch 6, Section 1, Quiz page 80 (Expansion of Industry)  Reading Study Guide, Ch 6, Section 4, page 73-74 (Workers of the Nation Unite)</p>
<p><b>Assessments</b></p>	
<p>Formal Assessment Book: Pg. 86 (Time Zones/Industrialization)</p> <ol style="list-style-type: none"> <li>1. Which of the following did Social Darwinism discourage? <ol style="list-style-type: none"> <li>A. Accumulation of wealth</li> <li>B. Government regulation</li> <li>C. Hard work</li> <li>D. Religion</li> </ol> </li> </ol>	

## Immigrants and Urbanization, 1870 -1914

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	4-6 days	1

### P.A.S.S. Objective

#### II. Analyze the impact of immigration on American society.

- A. Detail the contribution of various immigrant, cultural, and ethnic groups.
- C. Examine ethnic conflict and discrimination.
- D. Investigation changes in the domestic policies of the United States relating to immigration.

#### III. Summarize causes and effects of the Industrial Revolution in the United States.

- B. Evaluate the significance of immigration in the labor supply and the movement to organize workers.

**D**

**XII F XIII B**

### District Objective(s)

#### Students will:

1. Explain why immigrants poured into the United States in the late 1800s.
2. Identify problems that the new immigrants faced.
3. Describe the problems of urbanization and the resulting reforms.
4. Explain the kinds of discrimination immigrants faced and the actions taken by nativist.
5. Discuss the role of political machines and political bosses.
6. Describe how bosses controlled city governments.
7. Describe the steps taken to reform the spoils system.
8. Describe Civil Service Reform.

SAT9     CRT     EOI     AP

**Textbook Rating 1**

#### Topics

#### Textbook Correlation

1. Reasons Why Immigrants Came to U.S.
2. Contribution of Individual Groups (e.g. Irish, Chinese, Italians, and Scandinavians)
3. Ellis Island/Angel Island
4. Nativism

Chapter 7

#### Instructional Resources

5. Chinese Exclusion Act
6. Gentleman's Agreement
7. Effects of Urbanization
8. Social Reform Movements
  - a. Jane Addams
  - b. Hull House
9. Political Machine
  - a. Tammany Hall
  - b. William Marcy Tweed
10. Gilded Age/Mark Twain
11. Spoils System
12. Pendleton Act of 1883

	<p>Warm-Up Transparency 7</p> <p>Critical Thinking Transparencies CT15, CT49</p> <p>Geography Transparency G15</p> <p>Humanities Transparency H15</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>From China to Chinatown</i></p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
<p><b><u>Web Sites</u></b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Reading Study Guide, Ch 7, Section 3 (Emergence of the Political Machine) and Section 4 (Politics during the Gilded Age) page 81-84</p> <p>Formal Assessment, Ch 7, Section 1, page 92 (The New Immigrants)</p> <p>In-depth resources, Ch 7, Section 2, page 44-45 (The Urbanization of America)</p> <p>In-depth resources, Ch 7, Section 2, page 53 (Jane Addams)</p> <p>In-depth resources, Ch 7, Section 3, page 54 (William Marcy Tweed)</p>
<b>Assessments</b>	

1. Which is true of the Chinese Exclusion Act?
  - A. it decreased Chinese immigration
  - B. it increased Chinese immigration
  - C. it resulted in segregated classrooms
  - D. it was agreed to by both China and the U.S.
  
2. Between 1850 and 1900, the population of most U.S. cities:
  - A. decreased slightly
  - B. decreased tremendously
  - C. increased slightly
  - D. increased tremendously

**Life at the Turn of the Century, 1877 - 1917**

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	2-3 days	1

**P.A.S.S. Objective**

**II. Analyze the impact of immigration on American Society.**

- C. Examine ethnic conflict and discrimination.

**III. Summarize causes and effects of the Industrial Revolution in the United States.**

- A. Discuss the impact of new inventions and industrial production methods, and new technologies in transportation and communication.

**X B**

**XI B**

**XIII B**

**District Objective(s)**

1. Describe technological advances made at the turn of the century.
2. Trace the expansion and improvement of public education in the late 1800s.
3. Compare the views of Booker T. Washington and W.E.B. Du Bois on education for African Americans.
4. Trace the development of legal discrimination against African Americans in the South and their struggle against it.

SAT9     CRT     EOI     AP

**Textbook Rating 1**

<b>Topics</b>		<b>Textbook Correlation</b>
1. Technological Advances a. Architecture – Steel Construction b. Electric Transit c. Aviation – Wright Brothers 2. Expanding Public Education a. Booker T. Washington b. W.E.B. Du Bois 3. Segregation and Discrimination a. Literacy Test, Poll Tax, Grandfather Clauses b. Jim Crow Laws c. Plessey v. Ferguson	Chapter 8	
	<b>Instructional Resources</b>	
	Warm-Up Transparency 8  Critical Thinking Transparencies CT16, CT50  Geography Transparency G16  Humanities Transparency H16  Electronic Library of Primary Sources	
<b>Instructional Resources</b>		<b>Suggested Strategies/Activities</b>
<b>Web Sites</b> <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>		In-depth Resources Ch 8, Section 2, page 71 (W.E.B. DuBois)  formal Assessment, Ch 8, Section 1, page 104 (Science & Urban Life)  Formal Assessment, Ch 8, Section 3, page 106 (Segregation and Discrimination)
<b>Assessments</b>		

Opinion Essay: Which scientific or technological development that we have discussed had the greatest impact on American culture? Use details from the text or class discussion to justify your choice.

1. In the case of Plessy v. Ferguson, the Supreme Court ruled that:
  - A. lynching was a federal crime
  - B. racial segregation in public accommodations was legal
  - C. school segregation was unconstitutional
  - D. voting rights could not be tied to any form of tax
  
2. The following were designed to separate blacks and whites in public places:
  - A. African-American Anti-Voting Laws
  - B. Jim Crow Laws
  - C. Restriction Acts
  - D. Uncle Tom Laws

### The Progressive Era, 1890-1920

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	6-8 days	2

**P.A.S.S. Objective**

**III. Summarize causes and effects of the Industrial Revolution in the United States.**

- C. Describe the effects of the “muckrakers” and reform movements that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation, and the money supply.
  
- E. Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels.

**XI A**

**District Objective(s)**

1. Describe practices in business and government that led to reforms and regulations.
2. Identify some progressive reformers and their ideas.
3. Describe how Congress tried to regulate big business.
4. Describe how muckrakers influenced public opinion.
5. Identify the successes that women enjoyed in the Progressive Era.
6. Describe progressive presidents and their reform ideas.

<input type="checkbox"/> SAT9	<input type="checkbox"/> CRT	<input checked="" type="checkbox"/> EOI	<input checked="" type="checkbox"/> AP	<b>Textbook Rating 1</b>
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Topics	Textbook Correlation
1. Progressive Movement 2. Prohibition a. Woman’s Christian Temperance Union b. Carry Nation	Chapter 9
3. Muckrakers	<b>Instructional Resources</b>
4. La Follette	Warm-Up Transparency 9
5. 17 <sup>th</sup> Amendment (ratified April 1913)	Critical Thinking Transparencies
6. Suffrage	CT17, CT51
7. Susan B. Anthony	Geography Transparency G17
8. Elizabeth Cady Stanton	Humanities Transparency H36
9. Carrie Chapman Catt	Electronic Library of Primary Sources
10. 19 <sup>th</sup> Amendment (ratified August 1920)	American Stories video series: <i>A</i>
11. Theodore Roosevelt	<i>Child on Strike</i>
a. Square Deal	Video: “ <i>The Progressive Movement</i> ”
b. Trust Busting	Text: U.S. National Parks Map, page 345
12. NAACP	
13. William H. Taft	
14. Bull Moose Party	
15. Woodrow Wilson	
16. 16 <sup>th</sup> Amendment (ratified February 1913)	
17. Federal Reserve System	

<b>Instructional Resources</b>	<b>Strategies/Activities</b>
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<p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Text: American Literature, page 348-349 (The Muckrakers)</p> <p>Text: Skillbuilder, Interpreting Graphs, page 356 (Federal Income Tax)</p> <p>Formal Assessments, Ch 9, Section 3 Quiz (Teddy Roosevelt’s Square Deal)</p> <p>In-depth Resources, Ch 9, Section 5, (Wilson’s New Freedom)</p> <p>Reading Study Guide, Ch 9, Section 1 (The Origins of Progressivism)</p> <p>In-depth Resources, Ch 9, Section 5, page 7-8 (Geography Application: Suffrage)</p> <p>In-depth Resources, Ch 9, Section 3 (Literature: The Jungle)</p>
<p><b>Assessments</b></p>	
<ol style="list-style-type: none"> <li>1. The nineteenth amendment allowed for:       <ol style="list-style-type: none"> <li>A. a federal income tax</li> <li>B. suffrage for women</li> <li>C. the direct election of senators</li> <li>D. the prohibition of liquor</li> </ol> </li>   <li>2. The name muckrakers was given to:       <ol style="list-style-type: none"> <li>A. businessmen who engaged in illegal business practices</li> <li>B. individuals who worked for social reform</li> <li>C. journalists who wrote about corruption</li> <li>D. politicians who worked for progressive reform</li> </ol> </li> </ol>	

## America Claims an Empire, 1890-1920

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	8-10 days	2

### P.A.S.S. Objective

**IV. Describe and analyze the changing role of the United States in world affairs between 1898 and 1930, including the rise of imperialism, the Spanish-American War, the Panama Canal, Theodore Roosevelt’s “Big Stick Diplomacy.”**

### III D XIII C

### District Objective(s)

1. Identify the factors that fueled the drive for U.S. economic expansion.
2. Identify the early foreign policy of the United States.
3. Describe how the United States gained Hawaii.
4. Identify the policies that the United States followed in China.
5. Identify the events that led to the Spanish-American War.
6. Identify the lands that the United States gained as a result of the war.
7. Explain how the U. S. reaffirmed the Monroe Doctrine.
8. Explain why Americans fought in the Philippines after 1898.
9. Explain why the United States built the Panama Canal.
10. Identify the policies that Americans adopted toward Latin America.
11. Identify similarities and differences in the ways Theodore Roosevelt and William Taft conducted foreign policy.
12. Identify conflicting viewpoints on U.S. imperialistic policies in the early 1900s.

SAT9       CRT       EOI       AP      **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Expansion                             <ol style="list-style-type: none"> <li>a. Imperialism</li> <li>b. Most-favored Nation/Trade</li> <li>c. Henry Cabot Lodge (Chapter 19)</li> <li>d. Alfred Mahan</li> </ol> </li> <li>2. Annexation of Hawaii</li> <li>3. Spanish American War                             <ol style="list-style-type: none"> <li>a. Yellow Journalism–Joseph Pulitzer, Wm. R. Hearst</li> <li>b. U.S.S. Maine</li> <li>c. The Philippines–First Action</li> <li>d. Cuba – Rough Riders, San Juan Hill</li> <li>e. Annexation of Philippines</li> </ol> </li> <li>4. Cuba                             <ol style="list-style-type: none"> <li>a. Teller Amendment</li> <li>b. Platt Amendment</li> </ol> </li> <li>5. China                             <ol style="list-style-type: none"> <li>a. Open Door Policy</li> <li>b. Boxer Rebellion</li> </ol> </li> <li>6. Theodore Roosevelt                             <ol style="list-style-type: none"> <li>a. Panama Canal</li> <li>b. Roosevelt Corollary to the Monroe Doctrine</li> <li>c. Big Stick Diplomacy</li> </ol> </li> <li>7. William H. Taft/Dollar Diplomacy</li> <li>8. Woodrow Wilson/Missionary Diplomacy</li> </ol>	<p style="text-align: center;">Chapter 10</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p style="text-align: center;">Warm-Up Transparency 10</p> <p style="text-align: center;">Critical Thinking Transparencies CT18, CT52</p> <p style="text-align: center;">Geography Transparency G18</p> <p style="text-align: center;">Humanities Transparency H17, H37</p> <p style="text-align: center;">Electronic Library of Primary Sources</p>

Instructional Resources	Strategies/Activities
<p><i>Influences of Sea Power on History 1660-1783</i> by Alfred Mahan</p> <p>Economics Text definition of “Most-Favored Nation”</p> <p>Text: Spanish-American War Maps, page 372-373</p> <p>Text: U.S. Imperialism Map, page 380</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Maps (Spanish-American War) Panama Canal, Hawaii, China</p> <p>Text: Now and Then - United States Intervention Pgs. 384-385</p> <p>In-depth Resources: Unit 13, Ch. 10, Section 3, page 22 (Acquiring New Lands)</p> <p>In-Depth Resources: Unit 3, Ch 10, Section 4, pages 27-28 (Map-America Becomes World Power)</p> <p>In-depth Resources: Unit 3, Ch 10, Section 4, page 25-26 (Geography of the Panama Canal)</p> <p>Formal Assessment, Ch 10, Section 4 Quiz, page 132 (American as a World Empire)</p>
<b>Assessments</b>	

**Essay on Comparing and Contrasting:**

What do you think were the similarities and differences between Roosevelt’s big stick diplomacy and Wilson’s missionary diplomacy? The evidence from the text or class discussion to support your evidence.

1. The U.S. gained control of the land it needed to build the Panama Canal by:
  - A. encouraging and supporting Panamanian independence
  - B. implementing the Open Door Policy
  - C. invading and attacking Colombia
  - D. negotiating with Colombia
  
2. The Roosevelt Corollary built upon the:
 

A. Hay Treaty of 1901	C. Open Door Policy
B. Monroe Doctrine	D. Platt Amendment

**The First World War, 1914-1920**

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
						I			R	M			MM	10 days	2

**P.A.S.S. Objective**

**IV. Describe and analyze the changing role of the United States in World War I and the League of Nations, and the return to isolationism.**

**ADD XIII A B C D XII D F**

**District Objective(s)**

1. Explain the growing problems in Europe that led to World War I.
2. Identify the immediate cause of the outbreak of war.
3. Describe how Americans responded to the war in Europe.
4. Identify the factors that caused the United States to declare war on the Central Powers.
5. Describe how the government financed the war, managed the economy, and promoted national unity.
6. Describe United States participation in World War I in Europe.
7. Identify Wilson’s Fourteen Points.
8. Describe how Wilson and the other Allies differed over plans for peace.
9. Explain why the Senate rejected the Versailles Treaty.

<input type="checkbox"/> SAT9	<input type="checkbox"/> CRT	<input checked="" type="checkbox"/> EOI	<input checked="" type="checkbox"/> AP	<b>Textbook Rating 1</b>
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<b>Topics</b>	<b>Textbook Correlation</b>
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<ol style="list-style-type: none"> <li>1. Neutrality/Isolationism</li> <li>2. European Nationalism</li> <li>3. European Background <ol style="list-style-type: none"> <li>a. Archduke Ferdinand</li> <li>b. Central Powers/Triple Alliance</li> <li>c. Allies/Triple Entente</li> <li>d. New Weapons/ Military Techniques</li> <li>e. Kaiser Wilhelm</li> </ol> </li> <li>4. U.S. Declares War <ol style="list-style-type: none"> <li>a. Lusitania</li> <li>b. Zimmerman Note</li> <li>c. Woodrow Wilson</li> <li>d. General Pershing</li> <li>e. Selective Service Act</li> <li>f. Home Front <ol style="list-style-type: none"> <li>1. Financing War</li> <li>2. Women’s Contributions</li> <li>3. Minority Contributions</li> </ol> </li> </ol> </li> <li>5. Great Migration</li> <li>6. Russian Revolution/Lenin</li> <li>7. Peace <ol style="list-style-type: none"> <li>a. Fourteen Points</li> <li>b. Treaty of Versailles</li> <li>c. League of Nations</li> <li>d. Reparations/War Guilt Clause</li> </ol> </li> </ol>	<p>Chapter 11</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p>Warm-Up Transparency 11</p> <p>Critical Thinking Transparencies CT19, CT53</p> <p>Geography Transparency G19</p> <p>Humanities Transparency H18, H38</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>Ace of Aces</i></p> <p>Video: “<i>All Quiet on the Western Front</i>”</p>
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<b>Instructional Resources</b>	<b>Strategies/Activities</b>
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<p>In-Depth Resources: Unit 3, Pg. 47 (Zimmermann Note)</p> <p>In-Depth Resources: Unit 3, Pg. 48 (Patriotic Song [Arts])</p> <p>Text: Maps, page 395, 397, 405 and 420</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Time Line (Europe during WWI and Europe after WWI)</p> <p>Text: Point/Counterpoint, page 419 (The League of Nations)</p> <p>In-depth Resources: Ch 11, Section 1, page 141 (World War I Begins)</p> <p>Reading Study Guide: Ch 11, pages 119-126 (World War I)</p> <p>In-depth Resources: Unit 3, Ch 11, Section 1, page 40 (World War I Begins)</p> <p>In-depth Resources: Unit 3, Ch 11, Section 4, page 43 (Wilson Fights for Peace)</p> <p>In-depth Resources: Unit 3, Ch 11, Section 4, page 45-46 (Geography: A New Look for Europe)</p> <p>Formal Assessment, Ch 11, Section 2, Quiz (America Tips the Balance)</p>
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### Assessments

#### Map/Time Line Test

1. Which statement explains why most Americans did not want to become involved in World War I.
  - A. American lives and property were not in danger.
  - B. They did not care which side won the war.
  - C. They had strong economic ties with the Allies.
  - D. They had cultural and political ties with England.
  
2. What was the purpose of the League of Nations?
  - A. to fight world hunger
  - B. to end World War I
  - C. to help needy nations
  - D. to solve conflicts between nations

Answers: 1. A    2. D

## Politics of the Roaring Twenties, 1920-1929

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	2 days	3

**P.A.S.S. Objective**

- II. Analyze the impact of immigration on American society.**
  - D. Investigate changes in the domestic policies of the United States relating to immigration.
- V. Describe the social, cultural, economic, and technological ideas and events of the 1920s and 1930s.**
  - A. Evaluate literature, music, dance, and entertainment; the Harlem Renaissance; the impact of the automobile; urban and rural electrification; and the increase in racial tensions and labor strife.

**District Objective(s)**

1. Describe the political climate of the United States during the 1920s.
2. Discuss the impact of the automobile and electrification on American Society.
3. Explain why consumer spending increased during the 1920s.

SAT9     
  CRT     
  EOI     
  AP     
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Red Scare                             <ul style="list-style-type: none"> <li>a. Russian Revolution</li> <li>b. Palmer Raids</li> <li>c. Sacco and Vanzetti</li> </ul> </li> <li>2. Labor Strikes</li> <li>3. Warren G. Harding/Teapot Dome Scandal</li> <li>4. Nativism/Quota System</li> <li>5. Impact of the Automobile/Henry Ford, Mass Production</li> <li>6. Electrification</li> <li>7. Installment Buying/Advertising</li> </ol>	<p>Chapter 12</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p>Warm-Up Transparency 12</p> <p>Critical Thinking Transparencies CT20, CT54</p> <p>Geography Transparency G20</p> <p>Humanities Transparency H19, H38</p> <p>Electronic Library of Primary Sources</p>

Instructional Resources	Strategies/Activities
<p>Economics text (mass production and economy of scale)</p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Formal Assessment, Ch 12, Section 2 Quiz page 154 (Normalcy and Isolationism)</p> <p>In-depth Resources: Unit 4, Ch 12, Section 3, page 15 (Henry Ford)</p> <p>Reading Study Guide, Ch 12 Reading Quiz, page 135, (Politics in the Roaring 20's)</p>
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Attorney General A. Mitchell Palmer was convinced that he needed to protect the American people from: <ol style="list-style-type: none"> <li>A. abuses of civil liberties</li> <li>B. big business</li> <li>C. corruption and fraud</li> <li>D. political radicals</li> </ol> </li>   <li>2. The phrase "Return to Normalcy" was the slogan of: <ol style="list-style-type: none"> <li>A. the Bolsheviks</li> <li>B. the Nativist movement</li> <li>C. the progressive era</li> <li>D. Warren G. Harding's presidential campaign</li> </ol> </li> </ol>	

## The Roaring Life of the 1920's, 1920-1929

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	4 Days	

**P.A.S.S. Objective**

**V. Describe the social, cultural, economic, and technological ideas and events of the 1920s and 1930s.**

E. Evaluate literature, music, dance, and entertainment; the Harlem Renaissance; the impact of the automobile; urban and rural electrification; and the increase in racial tensions and labor strife.

**XI. Evaluate how the principles and structures in the United States constitution have changed through constitutional amendment, judicial interpretation, and governmental practice since 1850.**

A. Examine all the constitutional amendments and the reasons for their adoption.

**District Objective(s)**

Students will:

**District Objective(s)**

1. Explain why a national ban on alcohol failed.
2. Describe how life changed for women in the 1920s.
3. Identify some of the new freedoms and manners associated with the Jazz Age.
4. Identify the popular heroes of the 1920s.
5. Describe the Harkin Renaissance and the Jazz Age.

SAT9       CRT       EOI       AP

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Prohibition/18th Amendment (ratified January 1919)</li> <li>2. Scopes Trial</li> <li>3. The Flapper</li> <li>4. Leisure Time - Sports, Movies, Theater, Music, Art Writers                             <ol style="list-style-type: none"> <li>a. Babe Ruth, Jack Dempsey</li> <li>b. Charlie Chaplin, Clara Bow, Rudolph Valentino</li> <li>c. George Gershwin, Georgia O'Keefe</li> <li>d. Sinclair Lewis, F. Scott Fitzgerald, Ernest Hemingway</li> </ol> </li> <li>5. Charles Lindbergh</li> <li>6. Marcus Garvey</li> <li>7. Harlem Renaissance/Jazz Age (Zora Neale Hurston, Langston Hughes, Louie Armstrong, Bessie Smith, Duke Ellington)</li> </ol>	<p style="text-align: center;">Chapter 13</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p>Warm-Up Transparency 13</p> <p>Critical Thinking Transparencies CT21, CT55</p> <p>Geography Transparency G21</p> <p>Humanities Transparency H20</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>Jump at the Sun</i></p>

Additional Resources	Suggested Strategies/Activities
<p>Art and Music Resource Material</p> <p>Video: Inherit the Wind (Scopes Trial)</p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-depth Resources: Unit 4, Ch 13, Section 3, page 23 (Geography: By Train or by Plane)</p> <p>Reading Study guide, Ch 13, Section 2, page 139-140 (The Twenties Woman)</p> <p>Reading Study Guide, Ch 13, Section 4, page 143-144 (The Harlem Renaissance)</p> <p>Formal Assessment, Ch 13, Section 3, Quiz, page 166 (Education and Popular Culture)</p>

**Assessments**

1. John Scopes challenged a Tennessee law that forbid the teaching of:
  - A. biology
  - B. creationism
  - C. evolution
  - D. fundamentalism
  
2. The Harlem Renaissance refers to a:
  - A. Celebration of African-American culture in literature and art.
  - B. Population increase in Harlem in the 1920's.
  - C. Program to promote African-American owned business.
  - D. Struggle for Civil Rights led by the NAACP.

## The Great Depression Begin, 1929-1933

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	2 days	3

**P.A.S.S. Objective**

**V. Describe the social, cultural, economic and technological ideas and events of the 1920s and 1930s.**

B. Examine the growing disparity in the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers; the increasing reliance on installment buying; a greater willingness to speculate and buy on margin in the stock market; and government reluctance to interfere in the economy.

**VI. Investigate and analyze the causes and effects of the Great Depression.**

A. Examine changes in business cycles, weaknesses in key sectors of the economy, and United States government economic policies in the late 1920s.

B. Analyze the causes and effects of the Stock Market Crash.

C. Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture, and on the American people, their culture and political behavior.

**ADD XI C**

**District Objective(s)**

1. Summarize the problems threatening the American economy in the late 1920's.
2. Describe the causes of the stock market crash and of the Great Depression.
3. Describe how people struggled to survive during the Depression.
4. Discuss Hoover's response to the Depression.

SAT9       CRT       EOI       AP

**Textbook Rating 1**

Topics	Textbook Correlation
1. Economic Disorder <ol style="list-style-type: none"> <li>a. Wealth distribution</li> <li>b. Dependence on Credit</li> <li>c. Speculation/Buying on Margin</li> <li>d. Stock Market Crash/Black Tuesday</li> </ol> 2. Dust Bowl 3. The Hoover Administration	Chapter14  <p style="text-align: center;"><b>Instructional Resources</b></p> Warm-Up Transparency 14  Critical Thinking Transparencies CT22, CT56  Geography Transparency G20  Humanities Transparency H21  Electronic Library of Primary Sources  American Stories video series: <i>A Song for His People</i>

Instructional Resources	Strategies/Activities
<p>Economic Text (Mass Production, Economy of Scale)</p> <p>Video: “<i>The Grapes of Wrath</i>”</p> <p>Depression Era Arts and Entertainment (Woody Guthrie, Will Rogers)</p> <p>Text: Dust Bowl map, page 492</p> <p><u>Web Sites</u></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Text: Ch 14, Now &amp; Then, page 486-487 (The Dow Jones Averages)</p> <p>In-depth Resources: Unit 4, Ch 14, Section 3 Quiz (Hoover struggles with the Depression)</p> <p>In-depth Resources: Unit 4, Ch 14, Section 2, page 40-41 (Geography: The Depression takes its toll)</p> <p>In-depth Resources: Unit 4, Ch 14, Section 1, page 43 (Political Cartoon-The Depression)</p> <p>Reading Study Guide, Ch 14, Section 1 (The Nations Sick Economy) and Section 2 (Hardship and Suffering During the Depression)</p>
<b>Assessments</b>	

In-Depth Resources: Unit 4, Chapter 14, Pgs. 40-41 (Depression Map)

1. What happened on Black Tuesday?
  - A. A record number of Banks closed
  - B. A record number of people tried to sell their stock
  - C. A record number of business declared bankruptcy
  - D. The New York Stock Exchange went out of business

### The New Deal, 1933-1940

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
										I-M		MM	3 Days	3

**P.A.S.S. Objective**

**VI. Investigate and analyze the causes and effects of the Great Depression.**

- A. Examine changes in business cycles, weaknesses in key sectors of the economy, and United States government economic policies in the late 1920s.
- B. Analyze the causes and effects of the Stock Market Crash.
- C. Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture, and on the American people, their culture and political behavior.
- D. Identify the contributions of key individuals and leaders of the period, such as Will Rogers, Eleanor and Franklin Roosevelt, Charles Lindbergh, and Woody Guthrie.
- E. Assess the impact of the expanded role of government in the economy since the 1930s.

**ADD XI C**

**District Objective(s)**

1. Evaluate Roosevelt's response to the Depression.
2. Discuss the 20<sup>th</sup> and 21<sup>st</sup> Amendments to the constitution.
3. Describe the programs of the New Deal.
4. Describe the impact of the New Deal on the role of the government.

<input type="checkbox"/> SAT9	<input type="checkbox"/> CRT	<input checked="" type="checkbox"/> EOI	<input type="checkbox"/> AP	<b>Textbook Rating</b>	<b>1</b>
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<b>Topics</b>	<b>Textbook Correlation</b>
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<ol style="list-style-type: none"> <li>1. Franklin Roosevelt</li> <li>2. Eleanor Roosevelt</li> <li>3. 20<sup>th</sup> Amendment (ratified January 1933)</li> <li>4. 21<sup>st</sup> Amendment (ratified December 1933)</li> <li>5. The First New Deal/First Hundred <ol style="list-style-type: none"> <li>a. Glass-Steagall Banking Act/FDIC</li> <li>b. Federal Securities/SEC</li> <li>c. Agricultural Adjustment Act (AAA)</li> <li>d. Civilian Conservation Corps (CCC)</li> <li>e. National Industrial Recovery Act (NIRA)</li> <li>f. Tennessee Valley Authority (TVA)</li> <li>g. Home Owners Loan Corp (HOLC)</li> <li>h. National Housing Act/FHA</li> </ol> </li> <li>6. New Deal Critics</li> <li>7. The Second New Deal <ol style="list-style-type: none"> <li>a. Works Progress Administration (WPA)</li> <li>b. Wagner Act/National Labor Relations Board</li> <li>c. Social Security Act</li> <li>d. Rural Electrification Administration (REA)</li> </ol> </li> <li>8. Woody Guthrie</li> <li>9. Will Rogers</li> <li>10. Success and failures of the New Deal</li> </ol>	Chapter 15
	<b>Instructional Resources</b>
	<p>Warm-Up Transparency 15</p> <p>Critical Thinking Transparencies CT23, CT57</p> <p>Geography Transparency G21</p> <p>Humanities Transparency H22, H40</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>Broke but Not Broken</i></p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
<p><u>Web Sites</u></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Reading Sty Guide, Ch 15, (A New Deal...) And Ch 15 (The Second New Deal takes Hold), page 155-158</p> <p>In-depth Resources: Unit 4, Ch 15, Section 1, page 53 (A New Deal fights the Depression)</p> <p>In-depth Resources: Unit 4, Ch 15, Section 5, page 57 (The Impact of the New Deal)</p>

**Assessments**

1. To provide jobs and aid to the American people as part of the New Deal, the Federal Government:
- A. raised taxes
  - B. turned to the states
  - C. used its savings
  - D. went deeply into debt

**World War Looms, 1931-1941**

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
						I			R	M			MM	4 days	3

**P.A.S.S. Objective**

**VII. Analyze and explain the major causes, events, leaders, and effects of World War II.**

- A. Relate the rise and aggression of totalitarian regimes in Germany, Italy, and Japan, to the rise of fascism, Nazism, and communism in the 1930s and 1940s, and the response of the United States.
- B. Investigate appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.

**XIII. B**

**District Objective(s)**

- 1. Characterize the governments that took power in Russia, Italy, Germany and Japan after World War II.
- 2. Identify the causes of World War II.
- 3. Describe how the United States responded to the outbreak of World War II.
- 4. Identify the influences that shaped American foreign policy during the 1930s.
- 5. Explain why the United States was drawn into the war.
- 6. Describe the Holocaust and the public reaction.

SAT9     CRT     EOI     AP

**Textbook Rating 1**

**Topics**

**Textbook Correlation**

<ol style="list-style-type: none"> <li>1. Rise of Totalitarian Powers <ol style="list-style-type: none"> <li>a. Joseph Stalin and Communism -- Soviet Union</li> <li>b. Benito Mussolini and Fascism – Italy</li> <li>c. Adolf Hitler and Nazism – Germany – <i>Mein Kampf</i></li> <li>d. Hideki Tojo and Japan</li> </ol> </li> <li>2. U.S. Isolationism Neutrality Acts</li> <li>3. Isolation and Appeasement</li> <li>4. Non-Aggression Pact (Germany/USSR)</li> <li>5. Blitzkrieg</li> <li>6. Fall of France/Charles de Gaulle</li> <li>7. Battle of Britain/Winston Churchill</li> <li>8. Holocaust/Concentration Camps</li> <li>9. Cash and Carry Provision</li> <li>10. Axis Powers/Allies</li> <li>11. Lend-Lease Act</li> <li>12. Selective Service and Training Act</li> <li>13. German invasion of the USSR</li> <li>14. Atlantic Charter</li> <li>15. Pearl Harbor</li> </ol>	Chapter 16
	<p style="text-align: center;"><b>Instructional Resources</b></p> <p>Warm-Up Transparency 16</p> <p>Critical Thinking Transparencies CT24, CT58</p> <p>Geography Transparency G24</p> <p>Humanities Transparency H23</p> <p>Electronic Library of Primary Sources</p> <p>American Stories video series: <i>Escaping the Final Solution</i></p>

<b>Instructional Resources</b>	<b>Strategies/Activities</b>
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<p>Video: “<i>Schindler’s List</i>”</p> <p>“<i>Night</i>”, Book by Elie Wiesel</p> <p>Text: Maps of Europe, p. 543, 554</p> <p>Text: Skillbuilder: Interpreting Charts, p. 545 (Totalitarianism)</p> <p>Text: Map of Pearl Harbor, p. 564</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-Depth Resources: Unit 5, Chapter 16, Pgs. 6-7 (Japanese Aggression Map)</p> <p>Text: Point-Counterpoint: Unit 5, Chapter 16, page 561 (U.S. War Debate)</p> <p>In-depth Resources: Unit 5, Ch. 16, Section 2, page 2 (War in Europe)</p> <p>In-depth Resources: Unit 5, CH 16, Section 4, page 6 (Geography: Japanese Aggression)</p> <p>In-depth Resources: Unit 5, Ch 16, Section 2, page 20 (Europe and North Africa)</p> <p>Formal Assessment, Ch 16, Section 3, page 202 (The Holocaust)</p>
<p><b>Assessments</b></p>	
<ol style="list-style-type: none"> <li>1. All of the following described the totalitarian states of Italy, Germany and Japan except: <ol style="list-style-type: none"> <li>A. extreme nationalism</li> <li>B. healthy opposition groups</li> <li>C. leaders with absolute power</li> <li>D. strong centralized government</li> </ol> </li>   <li>2. Why did Congress pass the Neutrality Acts in the 1930s? <ol style="list-style-type: none"> <li>A. to stay out of future wars</li> <li>B. to stop communism</li> <li>C. to take a stand against Aggression</li> <li>D. to take sides in the Spanish Civil War</li> </ol> </li> </ol>	
<p><b>The United States in World War II, 1941-1945</b></p>	

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
						I			R	M			MM	6 days	3

**P.A.S.S. Objective**

- VII. Analyze and explain the major causes, events, leaders, and effects of World War II.**
- C. Evaluate the impact of mobilization for war, at home and abroad.
  - D. Detail major battles, military turning points, and key strategic decisions in both the European and Pacific theaters.
  - E. Analyze public and political reactions to reports of the Holocaust and its impact.
  - F. Examine the reshaping of the United States’ role in world affairs, and the major political changes in Eastern Europe, China, Southeast Asia, and Africa following the war.
- XIII. Demonstrate social studies research skills.**
- A. and C.

**District Objective(s)**

1. Explain why women were vital to the war effort and how the war affected different ethnic groups in the United States.
2. Describe the wartime mobilization of industry, labor, scientists and the media.
3. Identify the problems that the Allies faced in 1942.
4. Identify key turning points in the War in Europe.
5. Describe how the Allies turned the tide of war.
6. Analyze public and political reactions to reports of the Holocaust and its impact.
7. Describe the key turning points in the War in the Pacific.
8. Explain the development of and the debates concerning use of the atomic bomb.
9. Describe the challenges faced by the allies in building a just and lasting post-war peace.

<input type="checkbox"/> SAT9	<input type="checkbox"/> CRT	<input checked="" type="checkbox"/> EOI	<input checked="" type="checkbox"/> AP	<b>Textbook Rating 1</b>
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<b>Topics</b>		<b>Textbook Correlation</b>
1. Home Front/Preparation for War		Chapters 17
a. Role of Women and Minorities		<b>Instructional Resources</b>
b. Role of Scientists		
c. Internment of Japanese Americans		Warm-Up Transparency 17
d. Rationing of Food and Supplies		
2. War in Europe and North Africa		Critical Thinking Transparencies CT25, CT59
a. Battle of Stalingrad	6. Yalta Conference	
b. North African Frong	7. United Nations	Geography Transparency G25
c. Invasion of Italy	8. Nuremberg Trails	
d. D-Day	9. Important People	Humanities Transparency H24
e. Battle of the Bulge	a. Franklin D. Roosevelt	
3. V-E Day	b. Harry S. Truman	Electronic Library of Primary Sources
4. War in the Pacific	c. Winston Churchill	
a. Doolittle’s Raid	d. Dwight D. Eisenhower	
b. Battle of Midway	e. Douglas MacArthur	
c. Island Hopping		
d. Kami Kaze		
e. Manhattan Project/A-Bomb		
f. Hiroshima/Nagasaki		

5. Death of FDR	<b>Instructional Resources</b>	<b>Strategies/Activities</b>
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<p>Text: Maps of Europe, p 579, 583</p> <p>Text: Map of Asia, p 588</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Time Line (1936-1945)</p> <p>Text: Point/Counterpoint, Ch 17, Section 4, p. 600 (Japanese internment camps)</p> <p>In-depth Resources: Unit 5, Ch 17, Section 2, page 26-27 (Map-Crisis in Europe)</p> <p>World War II Projects (3-D Models, Newspaper Articles, Journals, Timeliners, etc.)</p> <p>Map (Europe, Asia, North Africa, Pearl Harbor, etc.)</p>
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### Assessments

#### Time Line/ Map Test

Use the passage and your knowledge of social studies to answer this question.

What really hurts is the constant reference to (us) evacuees as “Japs.” “ Japs” are the guys we are fighting. We’re on this side and we want to help. Why won’t America let us?

1. Which of the following events best explains these comments?
  - A. attack on Pearl Harbor
  - B. internment of Japanese Americans
  - C. bombing of Hiroshima
  - D. Battle of Midway

Answer: B

2. The Battle of the Bulge was significant because it marked the:
  - A. Allies’ first victory in a land battle.
  - B. Axis powers first loss in a land battle.
  - C. Last German offensive
  - D. Liberation of the Death Camps

Answer: C

### Cold War Conflicts, 1945-1960

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	6 days	3
<p><b>P.A.S.S. Objective</b></p> <p><b>VII. Analyze and explain the major causes, events, leaders, and effects of World War II.</b>  F. Examine the reshaping of the United States’ role in world affairs, and the major political changes in Eastern Europe, China, Southeast Asia, and Africa following the war.</p> <p><b>VIII. Analyze and describe United States foreign policy since World War II.</b>  A. Identify the origins of the Cold War and its foreign and domestic consequences.</p> <p><b>XI. C.</b></p>															
<p><b>District Objective(s)</b></p> <ol style="list-style-type: none"> <li>Explain the breakdown of relations between the United States and the Soviet Union after World War II</li> <li>Summarize the steps the U.S. took to contain communism.</li> <li>Identify the result of the civil war in China.</li> <li>Summarize the events of the Korean War and explain the conflict that occurred between President Truman and General MacArthur.</li> <li>Explain how fear of communism aboard led to the McCarthy era in the United States.</li> <li>Explain the impact of Sputnik and the U-2 incident on the U.S.</li> <li>Describe how the economy expanded after World War II.</li> </ol>															
<input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input checked="" type="checkbox"/> EOI <input checked="" type="checkbox"/> AP													<b>Textbook Rating 1</b>		
<b>Topics</b>													<b>Textbook Correlation</b>		
<ol style="list-style-type: none"> <li>U.S.-Soviet Conflict (Cold War) <ol style="list-style-type: none"> <li>Soviet Satellite nations in E. Europe/Iron Curtain</li> <li>Containment</li> <li>Truman Doctrine</li> <li>Marshall Plan</li> <li>Berlin Airlift</li> <li>NATO/The Warsaw Pact</li> </ol> </li> <li>Communism in China <ol style="list-style-type: none"> <li>Mao Zedong/Communist</li> <li>Chiang Kai-Shek/Nationalist</li> <li>Nationalists government in Taiwan (Formosa)</li> </ol> </li> <li>Korean War/MacArthur vs Truman</li> <li>Red Square <ol style="list-style-type: none"> <li>House Un-American activities Committee (HUAC)</li> <li>Alger Hiss</li> <li>The Rosenberg</li> <li>Joseph McCarthy/McCarthyism</li> </ol> </li> <li>Sputnik</li> <li>U-2 Incident</li> </ol>													Chapter 18		
													<b>Instructional Resources</b>		
													American Stories Video Series: “The Cold War Comes Home”		

Instructional Resources	Strategies/Activities
<p>Warm-up Transparency 18  Critical Transparencies CT26, CT60  Geography Transparency G26  Humanities Transparencies H25, H41  Electronic Library of Primary Sources</p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Korean War Map</p> <p>In-Depth Resources: Unit 5, Chapter 18, Pg. 39</p> <p>European Map (with iron curtain, NATO and Warsaw Pact countries identified)</p> <p>In-depth resources: Unit 5, Ch 18, Section 1, p. 44-45 (Graph: The Marshall Plan)</p> <p>Reading Study Guide, Ch 18, Section 3, p. 191-192, (The Cold War at Home)</p> <p>Formal Assessment, Ch 18, Section 1, p. 224 (Origins of the Cold War)</p>
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. The Truman Doctrine declared that the united States should oppose: <ol style="list-style-type: none"> <li>A. dictatorships</li> <li>B. hunger, poverty, desperation and chaos</li> <li>C. interference in the internal affairs of other nations</li> <li>D. the spread of communism</li> </ol> </li>   <li>2. The committee known as HUAC became well known for investigating communism in the: <ol style="list-style-type: none"> <li>A. Democratic Party</li> <li>B. film industry</li> <li>C. U.S. Government</li> <li>D. U.S. Military</li> </ol> </li> </ol>	

## The Post-War Boom, 1946 - 1960

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	2 days	3

**P.A.S.S. Objective**

**IX. Explore the economic, social, and political transformation of the United States since World War II.**

C. Examine the technology revolution and its impact on communication, transportation, and new industries.

**XI A.**

**District Objective(s)**

1. Identify economic and social problems Americans faced after World War II.
2. Describe the life style of the 1950s.

<input type="checkbox"/> SAT9	<input type="checkbox"/> CRT	<input checked="" type="checkbox"/> EOI	<input checked="" type="checkbox"/> AP	<input type="checkbox"/> *Not Tested	<b>Textbook Rating 1</b>
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Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>3. Post-war economic                             <ol style="list-style-type: none"> <li>a. GI Bill of Rights</li> <li>b. Housing shortage/William Levitt/Suburbs</li> <li>c. Wartime to peacetime economy</li> </ol> </li> <li>2. 22<sup>nd</sup> Amendment (ratified Feb 1951)</li> <li>3. Early Integration                             <ol style="list-style-type: none"> <li>a. Armed forces</li> <li>b. Sports/Jackie Robinson</li> <li>c. Schools/Brown v. Board. of Education</li> </ol> </li> <li>4. Life in the 50's                             <ol style="list-style-type: none"> <li>a. Franchises</li> <li>b. Social Conformity</li> <li>c. Baby Boom</li> <li>d. Medical Advances/Jonas Saul</li> <li>e. Automobile Culture/Interstate Highways</li> <li>f. Consumerism/Advertising</li> </ol> </li> <li>5. The Termination Policy/Native Americans</li> </ol>	<p style="text-align: center;">Chapter 19</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p>Warm-up Transparency 19</p> <p>Critical Thinking Transparencies CT27, CT61</p> <p>Geography Transparency G27</p> <p>Humanities Transparencies H26, H42</p> <p>Electronic Library of Primary Sources</p>

Instructional Resources	Strategies/Activities
<p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Reading Study Guide, Ch 19, p. 197-204 (Postwar America)</p> <p>Formal Assessments, Ch 19, Section 2 Quiz, p. 237 (The American Dream in the Fifties)</p> <p>In-depth Resources: Unit 5, Ch 19, Section 2, p. 62-63 (Graph: The Baby Boom)</p> <p>In-depth Resources: Unit 5, Ch 19, Section 1, p. 71 (Jackie Robinson)</p>

**Assessments**

1. Life in the suburbs would not have been possible for most people without:
  - A. friendly neighbors
  - B. good transportation
  - C. major department stores
  - D. the baby boom
  
2. Who developed the first effective vaccine against Polio?
  - A. Ray Roc
  - B. Lawrence Furloughed
  - C. Jonas Salk
  - D. Benjamin Spock

## The New Frontier and The Great Society, 1960-1968

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	5 days	3

**P.A.S.S. Objective**

**IX. Explore the economic, social, and political transformation of the United States since World War II.**

**VIII.**

A.

F. Identify political leaders of the period, trends in national elections, and differences between the two major political parties, as well as significant individuals and leaders, such as United States presidents, civil rights leaders, and political activists.

**\*X. Analyze domestic policy issues in contemporary society in the United States.**

\*B. Examine changing patterns of Supreme Court decisions and evaluate their impact.

**XI. Evaluate how the principles and structures in the United States Constitution have changed through constitutional amendment, judicial interpretation, and governmental practice since 1850.**

A. Examine all the constitutional amendments (including the Bill of Rights), the conflicts or situations they addressed, and the reasons for their adoption.

B. Analyze landmark Supreme Court decisions and executive orders which have addressed basic freedoms (e.g., religion, speech, search and seizure, trial by jury, and protection against cruel and unusual punishments), due process, equal protection of the law, and government powers.

**District Objective(s)**

1. Identify the clashes that took place between superpowers in the 1960s.
2. Explain Kennedy's New Frontier program.
3. Describe the chain of events surrounding Kennedy's assassination.
4. Identify various aspects of Johnson's Great Society.
5. Identify the reforms of the Warren Court.

SAT9     CRT     EOI     AP    \*Not Tested

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. John F. Kennedy's Foreign Policy                             <ol style="list-style-type: none"> <li>a. Bay of Pigs/Fidel Castro</li> <li>b. Berlin Wall/Nikita Khrushchev</li> <li>c. Cuban Missile Crisis</li> </ol> </li> <li>2. 23<sup>rd</sup> Amendment (ratified March 1961)</li> <li>3. JFK's New Frontier</li> <li>4. JFK's assassination/Warren Commission</li> <li>5. Lyndon B. Johnson's Great Society</li> <li>6. Supreme Court Decision/Warren Court                             <ol style="list-style-type: none"> <li>a. Gideon v. Wainwright</li> <li>b. Escobedo v. Illinois</li> <li>c. Miranda v. Arizona</li> </ol> </li> <li>7. 25<sup>th</sup> Amendment (ratified February 1967)</li> </ol>	<p>Chapter 20</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p>Warm-up Transparency 20</p> <p>Critical Thinking Transparencies, CT28, CT 62</p> <p>Geography Transparency G 28</p> <p>Humanities Transparencies H43, H44</p> <p>Electronic Library of Primary Sources</p>

Instructional Resources	Strategies/Activities
<p>Video: Gideon’s Trumpet  Video: Who Shot Kennedy (Nova Documentary)  Text: Cuban Missile Crisis Map, p. 674  Text: Great Society Programs Chart, p. 687</p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>    <a href="http://www.hprtec.org">www.hprtec.org</a>    <a href="http://www.historylink.com">www.historylink.com</a>    <a href="http://www.historychannel.com">www.historychannel.com</a>    <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>    <a href="http://www.historynet.com">www.historynet.com</a>    <a href="http://geography.miningco.com">http://geography.miningco.com</a>    <a href="http://www.glencoe.com">www.glencoe.com</a>    <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-depth Resources: Unit 6, Ch 20, page 3 (Great Society)</p> <p>Timeline (JFK’s New Frontier, JFK’s Foreign Policy or LBJs Great Society)</p> <p>In-depth Resources: Unit 6, Ch 20, Section 1, page 5-6 (Geography: Berlin Wall)</p> <p>Text: Point/Counterpoint, Ch 20, page 690 (The Great Society)</p>
Assessments	
<ol style="list-style-type: none"> <li>1. A milestone of the 1960 presidential campaign was the: <ol style="list-style-type: none"> <li>A. first butterfly ballot</li> <li>B. first televised debates</li> <li>C. fireside chat broadcast to the entire nation</li> <li>D. introduction to the absentee ballot</li> </ol> </li>   <li>2. Which global issue was a the center of the Cuban Missile Crisis? <ol style="list-style-type: none"> <li>A. greenhouse effect</li> <li>B. human rights</li> <li>C. hunger</li> <li>D. nuclear war</li> </ol> </li> </ol>	

## Civil Rights Movement, 1954-1970

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	4 days	3

### P.A.S.S. Objective

- IX. Explore the economic, social, and political transformation of the United States since World War II.**
- A. Describe *de jure* and *de facto* segregation, desegregation, integration, and the impact of the Civil Rights Movement on society.
  - F. Identify political leaders of the period, trends in national elections, and differences between the two major political parties, as well as significant individuals and leaders, such as United States presidents, civil rights leaders, and political activists.
- XI. Evaluate how the principles and structures in the United States Constitution have changed through constitutional amendment, judicial interpretation, and governmental practice since 1850.**
- A. Examine all the constitutional amendments (including the Bill of Rights), the conflicts or situations they addressed, and the reasons for their adoption.
  - B. Analyze landmark Supreme Court decisions and executive orders which have addressed basic freedoms (e.g., religion, speech, search and seizure, trial by jury, and protection against cruel and unusual punishments), due process, equal protection of the law, and government powers.
- XIII. Demonstrate social studies research skills.**
- B. Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture and ethnicity.

### District Objective(s)

1. Explain how Plessy v. Ferguson legalized segregation and the effect of the Brown v. Board of Education decision.
2. Trace the development of Montgomery Bus boycott.
3. Identify the methods that Martin Luther King, Jr. used to fight for equal rights.
4. Describe how civil rights groups brought about change.
5. Identify the civil rights laws that were passed in the 1960s.
6. Explain why violence broke out in American cities in the 1960s.
7. Describe the Black Power Movement and identify its leaders.
8. Summarize the accomplishments of the Civil Rights movement.

SAT9     
  CRT     
  EOI     
  AP     
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Plessy v. Ferguson/Brown v. Board of Education</li> <li>2. Defacto Segregation v. Dejure segregation</li> <li>3. Non-violent resistance                             <ul style="list-style-type: none"> <li>a. Montgomery Bus Boycott/Rosa Parks</li> <li>b. Martin Luther King/SCLC</li> <li>c. Freedom Rides</li> <li>d. Birmingham</li> <li>e. March on Washington</li> <li>f. Selma Campaign</li> </ul> </li> <li>4. Civil Rights Litigation                             <ul style="list-style-type: none"> <li>a. 24<sup>th</sup> Amendment (ratified January 1964)</li> <li>b. Civil Rights Act of 1964</li> <li>c. Voting Rights Act of 1965</li> <li>d. Civil Rights Act of 1968</li> </ul> </li> <li>5. Violence in the Cities                             <ul style="list-style-type: none"> <li>6. Black Power Movement                                     <ul style="list-style-type: none"> <li>a. Malcom X/Nation of Islam</li> <li>b. Stokley Carmichael/SNCC</li> <li>c. Black Panthers</li> </ul> </li> <li>7. Assassination of Dr. King</li> </ul> </li> </ol>	<p>Chapter 21</p> <hr/> <p><b>Instructional Resources</b></p>

Instructional Resources	Strategies/Activities
<p>Warm-up Transparency 21  Critical thinking Transparencies CT29, CT63  Geography Transparencies G29  Humanities Transparency H27  Electronic Library of Primary Sources  American Stories Video series: Justice in Montgomery  Video: Martin Luther King (A&amp;E Biography)  Text: Civil Rights Chart, p. 708  Text: Map of Segregation, p. 697</p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>Text: Tracing Themes: Civil Rights, p. 718-719 (An Evolving Idea)</p> <p>In-depth Resources: Unit 6, Ch 21, Section 3, p. 20 (Challenges and Changes in the Movement)</p> <p>In-depth Resources: Unit 6, Ch 21, Section 2, p. 26 (I Have a Dream)</p> <p>In-depth Resources: Unit 6, Ch 21, Section 1, p. 31 (Rose Parks)</p> <p>Formal Assessment, Ch 21, Section 2 Quiz, p. 260 (The Triumphs of a Crusade)</p>
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Which Supreme Court ruling brought about racial integration of schools? <ol style="list-style-type: none"> <li>A. Brown v. Board of Education</li> <li>B. Escobedo v. Illinois</li> <li>C. Plessy v. Ferguson</li> <li>D. University of California v. Baker</li> </ol> </li>   <li>2. Which was one of the goals of the freedom riders? <ol style="list-style-type: none"> <li>A. To integrate colleges and universities</li> <li>B. To register African American voters in Mississippi</li> <li>C. To test a Supreme court decision banning segregation seating on buses that crossed state lines</li> <li>D. To travel to states that did not enforce separation of the races</li> </ol> </li> </ol>	

## An Era for Social Change, 1960-1975

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	3 days	4

**P.A.S.S. Objective**

**IX. Explore the economic, social, and political transformation of the United States since World War II.**

- B. Assess the significance of the women’s liberation movement and the changing roles of women on society.
- F. Identify political leaders of the period, trends in national elections, and differences between the two major political parties, as well as significant individuals and leaders, such as United States presidents, civil rights leaders, and political activists.

**\*X. Analyze domestic policy issues in contemporary society in the United States.**

- \*B. Examine changing patterns of Supreme Court decisions and evaluate their impact.

**District Objective(s)**

1. Describe how Latinos worked for reforms.
2. Identify the steps that Native Americans took to achieve more rights.
3. Identify the goals of the women’s rights movement.

SAT9     CRT     EOI     AP    \*Not Tested

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Rights of Ethnic Minorities                             <ol style="list-style-type: none"> <li>a. National Farm Workers Union/Cesar Chavez</li> <li>b. Native Americans</li> </ol> </li> <li>2. Women’s Rights                             <ol style="list-style-type: none"> <li>a. Betty Friedman/The Feminine Mystique/NOW</li> <li>b. Gloria Steinem</li> <li>c. Roe v. Wade</li> <li>d. Equal Rights Amendment</li> <li>e. Phyllis Schlafly/Stop-ERA</li> </ol> </li> </ol>	<p>Chapter 23</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p>Warm-up transparency 23</p> <p>Critical Thinking Transparencies CT32, CT65</p> <p>Geography Transparencies G31</p> <p>Humanities Transparencies G31</p> <p>Humanities Transparencies H29</p> <p>Electronic Library of Primary sources</p>

Instructional Resources	Strategies/Activities
<p>Text: Geography Spotlight, p. 766-767 (The Movement of Migrant Workers)</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprrtec.org">www.hprrtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-depth Resources: Unit 6, Ch 23, Section 2, p. 60-61 (Geography: The Equal Rights Amendment)</p> <p>In-depth Resources: Unit 6, Ch 23, Section 2, p. 70 (Betty Friedan)</p> <p>Reading Study Guide, Unit 6, Ch 23, Section 1, p. 235-240 (An Era of Social Change)</p>
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Gloria Steinem and Phyllis Schlafly had very different view of the: <ol style="list-style-type: none"> <li>A. Bill of Rights</li> <li>B. Equal Rights Amendment</li> <li>C. Nineteenth Amendment</li> <li>D. Twentieth Amendment</li> </ol> </li>   <li>2. Cesar Chavez used non-violent means to organize Mexican-American: <ol style="list-style-type: none"> <li>A. factory workers</li> <li>B. farm workers</li> <li>C. students</li> <li>D. voters</li> </ol> </li> </ol>	

## The Vietnam War Years, 1954-1975

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
						I			R	M			MM	9 days	4

**P.A.S.S. Objective**

- VIII.** Analyze and describe United States foreign policy since World War II.
- A.
  - B. Examine the strategic and economic factors in Middle East Policy, relations with South Africa and other African nations, and the foreign and domestic consequences of the United States involvement in Vietnam.
- XIII.** A.
- IX.** E.F.

**District Objective(s)**

1. Summarize Vietnam’s history as a French colony and its struggle.
2. Examine how the U.S. became involved in the Vietnam conflict.
3. Describe the expansion of U.S. military involvement under President Johnson.
4. Explain the difficulties and hardships faced by troops in Vietnam.
5. Describe how the Vietnam War affected events at home
6. Trace the end of U.S. involvement and the final outcome in Vietnam.

SAT9       CRT       EOI       AP      \*Not Tested

**Textbook Rating 1**

**Topics**

**Textbook Correlation**

1. French-Indochina War
  - a. Ho Chi Minh/Vietminh
  - b. Dien Bien Phu
  - c. Geneva Accords
2. Eisenhower Administration and Vietnam
  - a. Domino Theory
  - b. Ngo Dinh Diem
  - c. Vietcong
  - d. Ho Chi Minh Trail
3. Kennedy Administration and Vietnam
4. Johnson Administration and Vietnam
  - a. Gulf of Tonkin Resolution
  - b. William Westmoreland
  - c. Tet Offensive
  - d. My Lai Massacre
  - e. Nixon Administration and Vietnam
  - f. Vietnamization
  - g. Invasion of Cambodia
  - h. Anti-War Protests/Kent State
  - i. Pentagon Papers
  - j. Henry Kissinger
5. U. S. withdrawal/Fall of Saigon
6. The Wall (Vietnam Veteran’s Memorial)

Unit 6: Chapter 22

**Instructional Resources**

Video: “*Dear America: Letters Home From Vietnam*” with In-Depth Resources: Unit 6, Chapter 22, Pgs. 45 (Letter from a Soldier)

Warm-up Transparency 22

Critical Thinking  
Transparency G30, CT64

Geography Transparency G30

Humanities Transparencies  
H28, H45

Instructional Resources	Strategies/Activities
<p>Electronic Library of Primary Sources            American Stories video series: Matters of Conscience            Text: Maps of Vietnam, p. 726-742            Text: Vietcong Tunnels, p. 731            CD: Ohio (Kent State)            Text: U.S. Bomb Tonnage Chart, p. 748</p> <p><b>Web Sites</b>  <a href="http://www.mlushistory.com">www.mlushistory.com</a>    <a href="http://www.hprtec.org">www.hprtec.org</a>    <a href="http://www.historylink.com">www.historylink.com</a>    <a href="http://www.historychannel.com">www.historychannel.com</a>    <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>    <a href="http://www.historynet.com">www.historynet.com</a>    <a href="http://geography.miningco.com">http://geography.miningco.com</a>    <a href="http://www.glencoe.com">www.glencoe.com</a>    <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-Depth Resources: Unit 6, Chapter 22, Section 1,            Pg. 35 (The Vietnam War Map)</p> <p>In-Depth Resources: Unit 6, Chapter 22, Section 4,            Pgs. 43-44 (Geography: The Ho Chi Minh Trail)</p> <p>In-depth Resources, Unit 6, Ch 22, Section 3, p. 37 (A Nation Divided)</p> <p>In-depth Resources, Unit 6, Ch 22, Section 2, p. 40 (Skillbuilder: Fact v. Opinion-LBJ Speech)</p> <p>Map (Southeast Asia)</p> <p>In-depth Resources: Unit 6, Ch 22, Section 2, p. 41-42 (Geography: The Ho Chi Minh Trail)</p> <p>In-depth Resources: Unit 6, Ch 22, Section 3, p. 46 (Protests)</p> <p>Formal Assessment: Unit 6, Ch 22, Section 1 Quiz, p. 270 (Moving Toward conflict)</p>

Assessments	
1.	<p>Which of the following was the United States/main goal in Vietnam?</p> <p>A. the containment of communism            B. the negotiation of a cease-fire agreement with North Vietnam            C. the reunification of Vietnam            D. the upholding of the Geneva Accord</p>
2.	<p>Which President asked Congress for the Gulf of Tonkin Resolution?</p> <p>A. Dwight D. Eisenhower            B. John F. Kennedy            C. Lyndon B. Johnson            D. Richard M. Nixon</p>

## An Age of Limits, 1968-1980

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	5-8 days	4

### P.A.S.S. Objective

- VIII. Analyze and describe United States foreign policy since World War II.**
- B. Examine the strategic and economic factors in Middle East Policy, relations with South Africa and other African nations, and the foreign and domestic consequences of the United States involvement in Vietnam.
- IX. Explore the economic, social and political transformation of the United States since World War II.**
- G.
- H. Evaluate the impact of political scandal (e.g., Watergate and Iran-Contra) on federal law, national policies, and political behavior.
- XI. A.**
- XIII. Demonstrate social studies research skills.**
- C. Distinguish fact from opinion in examining documentary sources.

### District Objective(s)

1. Explain the importance of Nixon's visits to China and the U.S.
2. Summarize why the Watergate burglary occurred and why the Nixon administration covered it up.
3. Describe how the Watergate cover-up unraveled.
4. Explain why a House Committee voted to impeach Nixon and what effect the Watergate scandal had on the country.
5. Identify the ways Carter tried to solve the nations economic downswing.
6. Describe jimmy Carter's foreign policy triumphs and defeats and their effect on U. S. foreign relations.

SAT9   
  CRT   
  EOI   
  AP   
 \*Not Tested   
 Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Nixon Administration                             <ol style="list-style-type: none"> <li>a. New Federalism</li> <li>b. Stagflation</li> <li>c. 26<sup>th</sup> Amendment (ratified July 1971)</li> <li>d. OPEC/Oil Embargo</li> <li>e. Real Politick/Detente</li> <li>f. SALT I</li> <li>g. Watergate</li> <li>h. Spiro Agnew/Gerald Ford</li> </ol> </li> <li>2. Ford Administration</li> <li>3. Carter Administration                             <ol style="list-style-type: none"> <li>a. Energy Crisis/Inflation</li> <li>b. Panama Canal Treaty</li> <li>c. Soviet invasion of Afghanistan</li> <li>d. Camp David Accords</li> <li>e. Iranian Hostage Crisis</li> </ol> </li> </ol>	Chapter 24
	<b>Instructional Resources</b>
	Warm-up Transparency 24  Critical Thinking Transparency G32, CT66  Geography Transparency G32  Humanities Transparencies H30, H46  Electronic Library of Primary Sources  American Stories video series: <i>Poisoned Playground</i>

Instructional Resources	Strategies/Activities
<p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-depth Resources: Unit 7, Ch 24, Section 2, p. 2 (Watergate)</p> <p>Reading Study Guide, Ch 24, p. 243-250 (An Age of Limits)</p>
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. With what nation did the U. S. sign the SALT I Treaty? <ol style="list-style-type: none"> <li>A. Afghanistan</li> <li>B. Iran</li> <li>C. The People’s Republic of China</li> <li>D. The Soviet Union</li> </ol> </li>   <li>2. During the 1970's, a number of nations formed OPEC in order to: <ol style="list-style-type: none"> <li>A. Control inflation</li> <li>B. Control the price of oil</li> <li>C. Reduce the risk of nuclear war</li> <li>D. Set standards to protect the environment</li> </ol> </li> </ol>	

## The Conservative Tide, 1980-1992

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	3-5 days	4

**P.A.S.S. Objective**

**IX. Explore the economic, social, and political transformation of the United States since World War II.**

- D.
- F.
- H.
- \*G. Examine the post-war rise in the standard of living in the United States, the great inflation of the 1970s, and the federal budget deficit problems of the 1980s and 1990s.

**VIII**

- B.
- C.

**District Objective(s)**

1. Identify the reasons for the nations swing toward conservatism.
2. Summarize Reagans economic programs.
3. Describe the changes that occurred in the make-up of the Supreme Court.
4. Identify the results of deregulation.
5. Identify the events that led to the fall of the communist system in Eastern Europe.
6. Trace the events leading to the Iran-Contra scandal
7. Analyze U. S. involvement in the Persian Gulf War.
8. Identify national concerns about health issues and drug use.

SAT9     CRT     EOI     AP    \*Not Tested

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Conservative Coalition/Moral Majority</li> <li>2. Reagan Administration                             <ol style="list-style-type: none"> <li>a. Reaganomics/Supply-side economics</li> <li>b. Strategic Defense Initiative</li> <li>c. National Debt</li> <li>d. Supreme Court Appointments                                     <ol style="list-style-type: none"> <li>1) Sandra Day O’Conner</li> <li>2) Antonio Scalia</li> <li>3) Anthony Kennedy</li> </ol> </li> <li>e. Deregulation</li> </ol> </li> <li>3. Bush Administration                             <ol style="list-style-type: none"> <li>a. Supreme Court Appointments                                     <ol style="list-style-type: none"> <li>1)David Souter</li> <li>2)Clarence Thomas</li> </ol> </li> <li>a. Fall of communism in Eastern Europe</li> <li>b. The Persian Gulf War</li> </ol> </li> <li>4. Social Issues (Drug use, AIDS, Abortion)</li> </ol>	<p>Chapter 25</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p>Warm-up Transparency 25</p> <p>Critical Thinking Transparency G33, CT67</p> <p>Geography Transparency G33</p> <p>Humanities Transparencies H47</p>

Instructional Resources	Strategies/Activities
<p>Electronic Library of Primary Sources</p> <p>Video: <i>Inside the Kill Box</i> (Persian Gulf War)</p> <p>Text: Maps of Persian Gulf War, p. 840</p> <p><b>Web Sites</b></p> <p><a href="http://www.mlushistory.com">www.mlushistory.com</a></p> <p><a href="http://www.hprrtec.org">www.hprrtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p>	<p>In-depth Resources: Unit 7, Ch 25, Section 4, p. 26-27 (Middle East Map)</p> <p>In-depth Resources; Unit 7, Ch 25, Section 2, p. 35 (Sandra Day O'Connor)</p> <p>Formal Assessment, Ch 25, Section 4, p. 309 (Foreign Policy after the Cold War)</p>

**Assessments**

1. The Strategic Defense Initiative was an extremely costly:
  - A. bomber
  - B. communication system
  - C. missile defense system
  - D. plan for international alliance
  
2. Operation Desert Storm (Persian Gulf War) resulted in:
  - A. long term stability in the Middle East
  - B. Sadaam Hussein's removal from power
  - C. the creation of a new state of Israel
  - D. the liberation of Kuwait

## The United States in Today's World, 1992-2000

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
										I-M			MM	3-5 days	4

### P.A.S.S. Objective

II

D.

VIII

C.

**IX. Explore the economic, social, and political transformation of the United States since World War II.**

C.

D.

F.

\*E. Explain the effects of increased immigration, of political refugees and undocumented aliens.

\*G. Examine the post-war rise in the standard of living in the United States, the great inflation of the 1970s, and the federal budget deficit problems of the 1980s and 1990s.

X.

A.

XI.

A.

XII

D.

E.

F.

### District Objective(s)

1. Describe Clinton's stand on domestic issues.
2. Explain Clinton's approach to foreign policy issues.
3. Summarize the causes of the Republican take over of Congress, Clinton's reelection and Clinton's impeachment.
4. Explain the significance of the 2000 election.
5. Describe the explosive growth of communication technology and government regulations for the industry.
6. Examine demographic changes in the nation.
7. Describe changing migration patterns and U. S. immigration policies.

SAT9     CRT     EOI     AP    \*Not Tested

**Textbook Rating 1**

### Topics

### Textbook Correlation

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. 27<sup>th</sup> Amendment (ratified May 1992)</li> <li>2. Clinton Administration                             <ol style="list-style-type: none"> <li>a. Healthcare/Welfare Reform</li> <li>b. Balanced Budget/Economic Boom</li> <li>c. Crime/Terrorism</li> <li>d. Yugoslavian Conflict</li> <li>e. Trade/Global Economy                                     <ol style="list-style-type: none"> <li>1) NAFTA</li> <li>2) WTO/GATT</li> <li>3) IMF</li> </ol> </li> <li>f. Republican Revolution/Contract with America</li> <li>g. Impeachment</li> </ol> </li> <li>3. Presidential Election of 2000</li> </ol> | <ol style="list-style-type: none"> <li>4. Contemporary Issues                             <ol style="list-style-type: none"> <li>a. Internet</li> <li>b. Urban vs suburban living</li> <li>c. Immigration</li> </ol> </li> </ol> |
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Unit 7: Chapters 26

### Instructional Resources

Warm-up Transparency 26

Critical Thinking Transparency C34, CT68

Geography Transparency G34

Instructional Resources	Strategies/Activities
<p>Humanities Transparencies H48 Electronic Library of Primary Sources Text: Election of 2000 Map, p. 851 Text: world Trading Blocs Map, p. 857</p> <p><b>Web Sites</b> www.mlushistory.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.historynet.com</p> <p>In-depth Resources: Unit 7, Ch 26, Section 1, p. 46 (Contract with America)</p> <p>http://geography.miningco.com</p> <p>www.glencoe.com</p> <p>www.americanhistory.about.com</p>	<p>In-Depth Resources: Unit 7, Chapter 26, Section 2 Pgs. 44-45 (The United States trade in Goods)</p> <p>In-Depth Resources: Unit 7, Chapter 26, Section 1 Pgs. 39 (The Clinton Presidency)</p>
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. The Contract with America, drafted by Representative Newt Gingrich, was primarily an expression of: <ol style="list-style-type: none"> <li>A. bipartisan reform goals</li> <li>B. conservatives' goals</li> <li>C. goals for U.S. foreign policy</li> <li>D. liberals' goals</li> </ol> </li>   <li>2. During President Clinton's first term, foreign policy challenges included all of the following except: <ol style="list-style-type: none"> <li>A. famine relief in Somalia</li> <li>B. political and economic instability in Russia</li> <li>C. the Persian Gulf War</li> <li>D. the war in Bosnia</li> </ol> </li> </ol>	

