

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 1:</b> Progressivism and Imperialism	<b>TIMEFRAME:</b> Approximately 2 weeks

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

**8.1.U.A.** Evaluate patterns of continuity and change over time, applying context of events.

**8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**8.1.U.C.** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

**8.3.U.A.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.

**8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the United States.

**8.3.U.C.** Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

**8.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

**7.1.U.A.** Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.U.A** Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.9.B:** Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

**6.1.U.A.** Analyze how choices are made because of scarcity.

**6.1.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

**6.1.U.C.** Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

**6.2.U.A.** Analyze the flow of goods and services in the national economy.

**6.2.U.C.** Evaluate the impact of advertising and media on individual and group behavior throughout United States history.

**6.2.U.D.** Explain how the laws of supply and demand impacted individuals and groups behavior over time.

**6.2.U.E.** Analyze the impact of the business cycle on individual and group behavior over time.

#### 6.3 FUNCTIONS OF GOVERNMENT

**6.3.9.D.** Explain why governments limit or promote international trade

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### KEY CONCEPTS

1. In the late 1800s, as European nations took over vast areas in Africa and Asia, American leaders look to extend American influence abroad.
2. Population changes, growth of cities, and new inventions produce interaction and often conflict between different cultural groups.
3. Population changes, growth of cities and industrialization inventions produce problems in urban areas.
4. Reform is demanded by the public and addressed by progressive legislation in the early 1900s as the effects of industrialization lead to the rise of organized labor and important workplace reforms.

### UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. The US becomes a world power as a result of imperialism, military victory, and a vigorous foreign policy.
  - Economic, nationalistic, military and humanitarian factors led to the worldwide growth of imperialism.
  - Swift victory in the Spanish-American War and foreign policy decisions confirms the new status of the US as a world power (Panama Canal, Roosevelt Corollary, anti-imperialism, Cuban independence, yellow journalism).
2. Cities grow and develop as immigration increases, challenging Americans with social and technological changes.
  - Immigrants hope for better opportunities, desire religious freedom, and escape from oppressive governments.
  - Cities develop specialized industries, including steel (Pittsburgh) and meat packing (Chicago).
3. Movement of Americans from rural to urban areas leads to rapid industrialization and the challenges of overcrowded immigrant neighborhoods and tenements.
  - Progressive reform efforts to solve immigration problems include Settlement houses, such as Hull House, founded by Jane Addams, muckrakers, the labor movement and socialist ideals.
  - Political machines gain power by attending to the needs of new immigrants (jobs, housing).
  - Discrimination is widely practiced against Chinese and Irish immigrants.
  - Cities face challenges of unsanitary, unsafe tenements and ghettos and political corruption.
4. Federal, state and local governments expand their roles to enact progressive reforms in the early 1900s.
  - Social welfare programs are created to ensure a minimum standard of living.
  - Negative effects of industrialization include child labor, low wages, long hours, unsafe working conditions.
  - Organized labor leads to formation of unions, strikes, and the growth of the American Federation of Labor.
  - State voters gain influence at the polls in lawmaking, choosing candidates (Robert La Follette) and in the workplace.
  - Women's suffrage movement creates educational opportunities for women and passage of the 19<sup>th</sup> Amendment to the US Constitution (Susan B. Anthony, Elizabeth Cady Stanton).
  - Temperance supporters oppose the manufacture, sale and consumption of alcohol leading to the 18<sup>th</sup> Amendment.
  - Progressive reforms affect business, natural resources, labor, voting and consumer protection resulting in an expansion of federal power through federal regulatory agencies and constitutional amendments.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### Suggested Activities:

1. Compare patterns of continuity and change over time, applying context of events.
2. Compare the interpretation of historical events and **sources**, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
3. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
4. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
5. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
6. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
8. Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
9. Interpret ideas and events from different historical perspectives.
10. Explain and locate regions and their shared connections as defined by physical and human features.
11. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
12. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
13. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
14. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### Academic Specific Activities:

1. Create a Cause/Effect chart indicating causes of United States expansion. Utilize chart and expository writing to explain how these causes led to a US desire for expansion.
2. Yellow Journalism: Define and provide current day examples of yellow journalism. Bring in an article and rewrite it using techniques of yellow journalism. Assess the impact of your article on the public before and after your rewrite.
3. Read selections from ' *We Were There, Too!* ' (or other sources) regarding immigrant children. Compose several diary entries written by a young boy/girl who has left their home and arrived in America. Discuss the living situation, job and adjustment factors of your subject and his/her family.
4. Students choose to speak from (a) the perspective of an immigrant worker (in the mines, railroad, meatpacking industry, steel industry) and compose a letter to be read aloud to workers persuading them to join a union; or (b) a woman suffragette, encouraging other women and men to join in the fight for women's suffrage.
5. Following class discussion, choose a current issue which calls for reform. Students use persuasive writing to take and defend a position on the issue they have chosen.

### RESOURCES

#### Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

Hoose, Phillip (2001) *We Were There, Too!* New York, NY. Farrar Straus Giroux.

U.S. Constitution and other Primary sources

Online Sources

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 2:</b> World War I	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

**8.1.U.A.** Evaluate patterns of continuity and change over time, applying context of events.

**8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**8.1.U.C.** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

**8.3.U.A.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.

**8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the United States.

**8.3.U.C.** Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

**8.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

**7.1.U.A.** Use geographic tools to analyze information about the interaction between people, places, and the environment.

**7.2.U.A.** Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.U.A.** Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities.

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.U.B.** Analyze the effects of human activity on the physical systems

**7.4.9.B.** Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

**6.1.U.A.** Analyze how choices are made because of scarcity.

**6.1.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

**6.1.U.C.** Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

**6.2.U.A.** Analyze the flow of goods and services in the national economy.

**6.2.U.C.** Evaluate the impact of advertising and media on individual and group behavior throughout United States history.

**6.2.U.D.** Explain how the laws of supply and demand impacted individuals and groups behavior over time.

**6.2.U.E.** Analyze the impact of the business cycle on individual and group behavior over time.

**6.2.U.F.** Analyze the impact of private economic institutions on individuals and groups over time.

**6.2.U.G.** Compare and contrast various economic systems.

#### 6.3 FUNCTIONS OF GOVERNMENT

**6.3.9.D.** Explain why governments limit or promote international trade

**6.3.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the growth

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

and development of the United States considering: Ethnicity and Race, Working conditions, Immigration, Military conflict, Economic stability.

**6.3.U.C.** Compare and contrast the taxation policies of the local, state, and national governments

### **6.4 ECONOMIC INTERDEPENDENCE**

**6.4.U.A.** Explain how specialization contributes to economic interdependence on a national and international level.

**6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.

**6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

**6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development

**6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.

### **Civics and Government:**

#### **5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.

**5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality

**5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

**5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

**5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.

**5.2.U.C.** Examine political leadership and public service in a republican form of government

**5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

**5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

**5.4.U.A.** Explain how United States foreign policy is developed.

### **KEY CONCEPTS**

1. The United States' involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century.
2. There were disagreements about the extent to which the United States should participate in world affairs.
3. United States leadership under President Woodrow Wilson strives for world peace based upon international cooperation and the peaceful solution of international disputes, but his plan is compromised and rejected by the United States Senate.
4. Postwar technology extended progress into all areas of American life, including neglected rural areas and impacted the arts and social and economic life dramatically.
5. Reforms in the early twentieth century could not legislate how all people behaved.
6. Economic conditions and violence led to the migration of people.
7. The 1920s and 1930s were important decades for American art, literature and music. African American culture and heritage drove the artistic creation of the Harlem Renaissance.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. There were a number of reasons for the United States' involvement in World War I.
  - Inability to remain neutral; German submarine warfare: sinking of the Lusitania; United States economic and political ties to Great Britain; The Zimmerman Telegram.
  - Causes of World War I, EG: MAIN (Military, Alliances, Imperialism, Nationalism).
2. World War I pitted the Allied Powers against the Central Powers and utilized modern warfare, as citizens of all countries prepared for and adapted to wartime demands and sacrifices.
  - Major Allied Powers: British Empire, France, Russia, Serbia, Belgium, United States
  - Central Powers: German Empire, Austro-Hungarian Empire, Bulgaria, Ottoman Empire
  - Modern Warfare: Trench warfare, modern fire-power machine guns, rapid-fire artillery, poison gases, hand grenades, zeppelins, airpower.
3. The United States held an international leadership role at the conclusion of the war.
  - President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.
  - The United States decided not to join the League of Nations because the United States Senate failed to ratify the Treaty of Versailles (BRAT: Blame, Reparations, Army, Territory).
4. American society underwent rapid social change as it becomes an urban nation and traditional values were challenged (women's changing roles, mass media creates heroes, religious and racial tensions).
  - Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport and sell alcoholic beverages; Americans tried to legislate morality. Creation of speakeasies, bootleggers, organized crime, 21<sup>st</sup> Amendment.
  - African Americans migrated to the North and Midwest in search of employment opportunity, and to escape southern discrimination and violence, but faced discrimination and violence in the north.
  - The cultural climate of the 1920s and 1930s brought about new leaders in art (Georgia O'Keefe), literature (F. Scott Fitzgerald, John Steinbeck), and music (Aaron Copland, George Gershwin).
  - The Harlem Renaissance influenced American life as African American artists, writers and musicians revealed the freshness and variety of their culture through art (Jacob Lawrence), literature (Langston Hughes) and music (Duke Ellington, Louis Armstrong, Bessie Smith).

### **Suggested Activities:**

1. Compare patterns of continuity and change over time, applying context of events.
2. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
3. Explain why governments limit or promote international trade.
4. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5. Explain how United States foreign policy is developed.
6. Analyze the roles of symbols in society.
7. Analyze the United States' interaction with other nations and governmental groups in world events.
8. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.

### **ASSESSMENTS:**

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### **REMEDIATION:**

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### **ENRICHMENT:**

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

9. Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities.
10. Analyze the effects of human activity on the physical systems
11. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
12. Explain how US foreign policy is developed.
13. Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.
14. Changing regional characteristics (e.g., political instability).
15. Criteria to define a region
16. Spatial pattern of political units in the global system
17. Role of new political alliances on the international level (e.g., multinational organizations, worker's unions, United Nations' organizations).
18. Impact of political conflicts (e.g., secession, fragmentation, insurgencies, invasions).
19. Analyze landmark US Supreme Court interpretations of the Constitution and its Amendments.
20. Analyze the flow of goods and services in the national economy.
21. Compare the role groups and individuals played in the social, political, cultural, and economic development of the US
22. Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities.
23. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
24. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the US including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.

### **Academic Specific Activities:**

1. Construct a Cause and Effect Chart that identifies and explains the events that pulled the US into WWI (MAIN). On one side students will write the causes by using the mneumonic MAIN; on the other side of the chart, students will explain the effect of each element. Illustrations can be hand-drawn or downloaded.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

OR

**EDITORIAL CARTOON:** Select 1-2 cartoons from the period to review with students. Model the process of analyzing a political cartoon. Students create a political cartoon that illustrates one of the causes of WWI (MAIN) from the perspective of Germany, Russia, the United States **or** Britain, including a caption and a brief explanation that explains how their cartoon demonstrates the cause from the perspective of the country they have chosen. Present to the class.

2. Using a color-coded map, indicate the Central and Allied Powers in WWI as well as the location of major battles and the Western Front. Students will study trench warfare. View *Welcome to the Dirt- The Beginning of Trench Warfare (The Great War)* and *Hard and Muddy Times (The Trench Warfare)* in their entirety. Create a diagram illustrating how trenches were led to a deadlock at the Western Front in 3 paragraphs.

OR

View *The Lost Battalion*, selected scenes. Identify and describe all weapons used; all methods of communication; how war was fought in trenches. Why is WWI called the First Modern War? How does it compare to warfare today?

3. **ESSAY:** Compare and contrast Woodrow Wilson's Fourteen Points and the Treaty of Versailles in a 1 page essay. In addition, choose to respond to one of the following: (a) **Answer:** How could adoption of Wilson's Fourteen Points have prevented future European military action? (b) **Predict:** What impact would the conditions imposed on Germany by Versailles Treaty have on Europe (BRAT)?  
**Geography/Writing:** Create a map showing the borders of Europe's countries/empires prior to the start of WWI; then illustrate the borders of Europe post WWI. How are the maps the same/different? Who lost territory? Who gained territory? Which countries/empires were new? Which are gone? Predict two ways these changes might lead to conflicts in Europe in the future. Write a one page summary of your findings and support your conclusion.
4. Research and prepare a 2 page biography on one of the major characters of the Harlem Renaissance, or on new leaders in art, literature, music, sports or entertainment of the 1920s and 1930s. Highlight their contributions to the changing US culture of the period. Following a class lecture defining and identifying push and pull factors which led to the migration of African Americans northward, Create a poster

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

to present to the class that charts the routes and identifies causes and results of this mass migration. Include the approximate numbers of internal migrants, where they migrated from, and different regions/cities to which they migrated. Why did they choose these destinations?

**Culmination Project:** You are a 1914 news reporter from either the US, Britain or Germany. You will create a newspaper that will report on the causes of the war (MAIN), three battles of the war, two aspects of US involvement in the war, and the conclusion of the war focusing on the Treaty of Versailles (BRAT) from the perspective of the country you have chosen to represent.

### RESOURCES

#### Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

*The Great War and the Shaping of the 20<sup>th</sup> Century*, Lessons 1-8. Community Television of Southern California, 1996-2004. [www.pbs.org/greatwar/resources/](http://www.pbs.org/greatwar/resources/)

U.S. Constitution and other Primary sources

Online Sources/DVD:

*America: The Story of Us - Cities*. The History Channel, n.d. Web. 8 Feb. 2012.

*America: The Story of Us - Boom*. The History Channel, n.d. Web. 8 Feb. 2012.

*Digging Up The Trenches (WWI Documentary)*. June 14, 2015.

<https://www.youtube.com/watch?v=J2AHMTxU7NU>

*Hard and Muddy Times (The Trench Warfare)*. Nov. 24, 2014.

<https://www.youtube.com/watch?v=P92guhd7d-8>

*The Lost Battalion*. Director Russell Mulcahy. Performer Rich Schroeder. A&E Television Networks, The History Channel. 2001. Film (Scene selections).

*Welcome to the Dirt- The Beginning of Trench Warfare (The Great War)*. Sep. 18, 2014.

[https://www.youtube.com/watch?v=hJV3ZGcll8o&list=PLB2vhKMBjSxMK8YeiHj6VS6w3KxuKsMvT&index=11&feature=iv&src\\_vid=P92guhd7d-8&annotation\\_id=annotation\\_3486415283](https://www.youtube.com/watch?v=hJV3ZGcll8o&list=PLB2vhKMBjSxMK8YeiHj6VS6w3KxuKsMvT&index=11&feature=iv&src_vid=P92guhd7d-8&annotation_id=annotation_3486415283)

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 3:</b> Boom, Bust and a New Deal	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

**8.1.U.A.** Evaluate patterns of continuity and change over time, applying context of events.

**8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**8.1.U.C.** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

**8.3.U.A.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.

**8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the United States.

**8.3.U.C.** Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

**8.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

**7.1.U.A.** Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.U.A** Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.U.B:** Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

**6.1.U.A.** Analyze how choices are made because of scarcity.

**6.1.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

**6.1.U.C.** Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

**6.2.U.A.** Analyze the flow of goods and services in the national economy.

**6.2.U.C.** Evaluate the impact of advertising and media on individual and group behavior throughout United States history.

**6.2.U.D.** Explain how the laws of supply and demand impacted individuals and groups behavior over time.

**6.2.U.E.** Analyze the impact of the business cycle on individual and group behavior over time.

**6.2.U.F.** Analyze the impact of private economic institutions on individuals and groups over time.

**6.2.U.G.** Compare and contrast various economic systems.

#### 6.3 FUNCTIONS OF GOVERNMENT

**6.3.9.D.** Explain why governments limit or promote international trade

**6.3.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions, Immigration, Military conflict, Economic stability.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 6.3.U.C.** Compare and contrast the taxation policies of the local, state, and national governments
- 6.3.U.D.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic Stability.

### **6.4 ECONOMIC INTERDEPENDENCE**

- 6.4.U.A.** Explain how specialization contributes to economic interdependence on a national and international level.
- 6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.
- 6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

### **6.5 INCOME, PROFIT, AND WEALTH**

- 6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development
- 6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.
- 6.5.U.F.** Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

### **Civics and Government:**

#### **5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

- 5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality
- 5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution
- 5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

- 5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
- 5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.
- 5.2.U.C.** Examine political leadership and public service in a republican form of government
- 5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### **5.3 HOW GOVERNMENT WORKS**

- 5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.4.U.A.** Explain how United States foreign policy is developed.

### **KEY CONCEPTS**

1. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.
2. Explain how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.
3. The optimism of the 1920s concealed problems in the American system and attitudes about the role of the government in controlling the economy.
4. The Depression had a widespread and severe impact on American life.
5. Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.
  - Labor strikes and racial strife disrupted society, and the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.
  - Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.
2. Compare and contrast life in the early twentieth century and life in the late nineteenth century including factors that increased factory and labor productivity.
  - Affordable automobiles improved ground transportation (greater mobility, creation of jobs, growth of transportation-related industries, movement to suburban areas) and air transportation became a reality.
  - Henry Ford’s assembly line revolutionized production of the automobile leading to increased mechanization.
  - Communication was revolutionized by telephones, the radio and broadcast industry and moving pictures, creating a mass culture.
  - Electrification impacted the everyday life of Americans through the creation of labor-saving products (washing machines, electric stoves, water pumps), electric lighting, and new entertainment sources.
3. Explain the causes of the Great Depression:
  - People over speculated on stocks, using borrowed money that they could not repay when stock prices crashed.
  - The Federal Reserve failed to prevent the collapse of the banking system. High tariffs discouraged international trade.
4. The lives of all American families were dramatically affected by the Great Depression, especially ethnic and racial minorities.
  - A large number of banks and other businesses failed.
  - One-fourth of workers were without jobs leaving large numbers of people hungry and homeless.
  - Farmers’ incomes fell to low levels.
5. Franklin Roosevelt’s New Deal signaled a dynamic change in the role of government, composed of several major features that addressed the nation’s needs.
  - Social Security provided income for unemployment insurance, old-age insurance, and means-tested welfare programs. Federal work programs, environmental improvement programs and farm assistance programs aided Americans. Evaluate the significance and legacy of the New Deal.
  - Increased rights for labor were demanded by a growing labor movement.

### **Suggested Activities:**

1. Apply examples of the rule of law as related to individual rights and the common good.
2. Analyze the principles and ideals that shape US government: Liberty/Freedom, Democracy, Justice, Equality
3. Evaluate the impact of advertising and media on individual and group behavior throughout US history.
4. Compare patterns of continuity and change over time, applying context of events.
5. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
6. Compare the role groups and individuals played in US social, political, cultural, and

### **ASSESSMENTS:**

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### **REMEDIATION:**

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### **ENRICHMENT:**

- Research Opportunities

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<p>economic development.</p> <ol style="list-style-type: none"><li>7. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.</li><li>8. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</li><li>9. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability</li><li>10. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li><li>11. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li><li>12. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>13. Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities interpret ideas and events from different historical perspectives.</li><li>14. Compare the role groups and individuals played in US social, political, cultural, and economic development</li><li>15. Define wealth and describe its distribution within and among the political divisions of the United States.</li><li>16. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations</li><li>17. Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations</li><li>18. Analyze how choices are made because of scarcity.</li><li>19. Analyze the opportunity cost of decisions</li></ol>	<ul style="list-style-type: none"><li>• Class Presentation</li><li>• Independent Investigation</li><li>• Case Study</li></ul>
--	---

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

made by individuals, businesses, communities, and nations.

20. Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.
21. Compare the role groups and individuals played in US social, political, cultural, and economic development
22. Analyze strategies used to resolve conflicts in society and government.
23. Examine political leadership and public service in a republican form of government
24. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
25. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

### Academic Specific Activities:

1. **SUMMARIZE:** Research one of the following: Russian Revolution, Communism, Red Scare, *Schenck v U.S.*, *Gitlow v New York*, the Palmer Raids, Sacco and Vanzetti. Compose a summary of the topic focusing on its relevance to the US in 1919-1920 to present to the class. Main points should be on index cards. Classmates will take notes on presentations and contribute questions following each brief presentation that will be used to make a quiz the entire class will complete.  
**PRESENTATION:** Model cartoon analysis with class. Students search Google images for '1919 red scare political cartoons'. Choose one cartoon to teach to the class including analysis of audience, characters/ illustration, symbolism, caption and effectiveness. Presentations to be graded for completeness and clarity of explanation of the cartoon to the class.
2. Create an Innovation chart with three columns titled PAST, 1920s-1930s, FUTURE. In the 1920s-30s column, list inventions that increased factory and labor productivity, indicating how each impacted work. Complete the Past column by indicating how the task had previously been done, and the Future column by listing today's equivalent technology.  
**DRAMA:** Student pairs investigate important

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

individuals of the 1920s; explore the economic, political, and social climate of the times; and explain the significance and impact of individuals on American society. Following research, student pairs write a plausible dialogue that they perform for the class (2-3 minutes), each student representing one individual they researched. The dialogue shares the points of view of the people and shares important information about issues of the 1920s (See Teaching the 20s resource)

**MATH:** Students research Then and Now:

Prices – a comparison of prices in 1929 and in 2015 Use an online Inflation Calculator (or the Inflation Calculator: Money's Real Worth Over Time) to find out how much each item on the list would have cost in 1929 based on today's prices. Create a chart using the results; make a list of common household items and jobs that did not exist in 1929 (See Education World resource). Discussion regarding inflation, employment, disposable income, depression, recession, bull market, bear market, technology)

3. **DESCRIPTIVE ESSAY:** Compose a brief, one page essay explaining the major causes of the Great Depression. Discussion must include uneven prosperity, personal debt, stock speculation, falling farm prices and overproduction). Following class lecture and note-taking, create a list of 10 recognized causes of the Great Depression. Rank them in order based on relative CAUSALITY. Rank the MOST important cause first and the LEAST important last. It is logical to start at the two extremes and work towards the middle in a uniform pattern. Support your rankings in two paragraphs. Participate in class discussion.
4. Following discussion regarding how the Great Depression changed family values and lifestyles students cover a bulletin board with butcher paper and create a mural depicting the history of the American family during the 20th century. Mural should illustrate how such aspects of family life as clothing, jobs, education, and social roles changed throughout the century.
5. Research a list of 15 agencies created as part of the New Deal: state the full name of the agency, indicate what the agency does/did, and determine whether or not it still exists. Describe what the agency achieves on your own words.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

OR

**Relief, Recovery, Reform:** Each of the New Deal programs falls into one of these three categories. Relief programs were designed to put money in desperate people's pockets as soon as possible. Recovery programs were designed to help the economy as a whole bounce back from the Depression. Reform programs were designed to insure that the Depression would never happen again. Students categorize each of the agencies that they have information on. **PROMPT:** Which category was the most successful? (Answer: relief was fairly successful, reform somewhat less successful, and recovery was least successful (the Depression would last from 1929-1941))

Read *'How FDR made The Presidency Matter'* and summarize the article in your notebook to prepare to be part of a class discussion of Franklin Delano Roosevelt's Hundred Days (See Resources list). Respond in one paragraph: Define 'Hundred Days' and explain why FDR's First Hundred Days have become the standard against which all other presidents first hundred days are measured?

**FDR's Court-Packing Plan:**

**Part I.** Utilize lesson plan online at the Truman Library (see Resources). Review branches of government and checks and balances. Following brief lecture, students participate in a whole class discussion to read selections of the plan, then evaluate the plan and study editorial cartoons. Model cartoon analysis.

**Part II.** Following brief introductory lecture, students take notes, then read Franklin D. Roosevelt's Fireside Chat 9, March 9, 1937. Highlight important facts, conclusions. Read GM Sit-Down Strike. Discussion and note-taking.

**Part IV.** Following discussion regarding the legacy of the Great Depression, note-taking, and analysis of editorial cartoons, students work in small groups to create a web that will enable them to answer the following question: "Evaluate the legacy of the Great Depression. Why was this event important? What has changed as a result of it?" Define and discuss the term 'legacy'.

**Part V:** Students will be given the question the night before and told to prepare an answer. They will be allowed to use their textbook, their class notes, or both to help answer the question. Responses will be written during the

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

class period using these supports. Inform students that a good DBQ answer not only addresses the question asked, but also incorporates document analysis, discussion, and imports outside knowledge. Good answers for this particular question will include information from previous days, not just the court-packing plan and the strike.

### RESOURCES

#### **Textbook:**

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

Smith, Jean Edward. *How FDR Made the Presidency Matter*. The New York Times. NYC, NY. January 2009. [http://100days.blogs.nytimes.com/2009/01/16/how-fdr-made-the-presidency-matter/?\\_r=0](http://100days.blogs.nytimes.com/2009/01/16/how-fdr-made-the-presidency-matter/?_r=0)

U.S. and other Primary sources

Stewart, Marla. Lesson Plan: *Franklin D. Roosevelt and the Supreme Court Packing Plan*. [http://www.trumanlibrary.org/whistlestop/teacher\\_lessons/conference09/stewartcourt.pdf](http://www.trumanlibrary.org/whistlestop/teacher_lessons/conference09/stewartcourt.pdf)

Roosevelt, Franklin D. *Fireside Chat 9: On "Court-Packing" (March 9, 1937)*. University of Virginia, Miller Center. Charlottesville, VA. 2015. <http://millercenter.org/president/speeches/speech-3309>

Online Sources/DVD:

*America: The Story of Us - Bust*. The History Channel, n.d. Web. 8 Feb. 2012.

Howard, R., Grazer, B., Marshall, P., Hollingsworth, C., Goldsman, A., Crowe, R., Zellweger, R., ... Universal Pictures (Firm),. (2005). *Cinderella Man*. Universal City, CA: Universal Pictures. (Selected scenes)

This Day in History: December 30. *1936: Sit-down strike begins in Flint*. A&E Television Networks. 2015. <http://www.history.com/this-day-in-history/sit-down-strike-begins-in-flint>

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 4:</b> World War II	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

- 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the United States.
- 8.3.U.C. Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

- 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.U.A. Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.U.B: Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

- 6.1.U.A. Analyze how choices are made because of scarcity.
- 6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

- 6.2.U.A. Analyze the flow of goods and services in the national economy.
- 6.2.U.C. Evaluate the impact of advertising and media on individual and group behavior throughout United States history.
- 6.2.U.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.U.E. Analyze the impact of the business cycle on individual and group behavior over time.
- 6.2.U.F. Analyze the impact of private economic institutions on individuals and groups over time.
- 6.2.U.G. Compare and contrast various economic systems.

#### 6.3 FUNCTIONS OF GOVERNMENT

- 6.3.9.D. Explain why governments limit or promote international trade.
- 6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions,

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Immigration, Military conflict, Economic stability.

**6.3.U.C.** Compare and contrast the taxation policies of the local, state, and national governments

**6.3.U.D.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic Stability.

### **6.4 ECONOMIC INTERDEPENDENCE**

**6.4.U.A.** Explain how specialization contributes to economic interdependence on a national and international level.

**6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.

**6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

### **6.5 INCOME, PROFIT, AND WEALTH**

**6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development

**6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.

**6.5.U.F.** Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

### **Civics and Government:**

#### **5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.

**5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality

**5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution

**5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

**5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.

**5.2.U.C.** Examine political leadership and public service in a republican form of government

**5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

**5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

**5.4.U.A.** Explain how United States foreign policy is developed.

### **KEY CONCEPTS**

1. Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II threatening peace in Europe and Asia. As conflict grew, American foreign policy evolved from neutrality to direct involvement.
2. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence and transformed both American society and the relationship between the United States and the rest of the world.
3. World War II affected every aspect of American life as the mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions. Citizens made sacrifices to support the war effort and American ideals. Wartime experiences, such as the

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

- World War II had major events and turning points in Europe and the Pacific that were greatly affected by the American effort. The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.
- The Holocaust is an example of prejudice and discrimination taken to the extreme.

### UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

- Post-World War I conditions in Europe set the stage for World War II due to: worldwide depression, high war debt owed by Germany, high inflation and massive unemployment.
  - Fascism is a political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized.
  - Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan); these dictators led the countries that became known as the Axis Powers.
- The United States policy changed from neutrality to direct involvement gradually.
  - Due to the Great Depression and a desire to avoid European entanglements, Americans were isolationists early on.
  - The United States offered economic aid to the Allies and this eventually led to direct involvement in the war.
  - Rising tension developed between the United States and Japan because of Japanese aggression in East Asia until, on December 7, 1941, Japan attacked the United States at Pearl Harbor without warning. The following day the United States declared war on Japan.
  - Germany responded by declaring war on the United States.
  - Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.
  - Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).
- American involvement in World War II brought an end to the Great Depression as Americans supported the war effort. The war had a major effect on race relations in America.
  - Factories and workers were needed to produce goods to win the war, so thousands of American women took jobs in defense plants during the war (Rosie the Riveter). The need for workers temporarily broke down some racial barriers (hiring in defense plants), although discrimination against African Americans continued.
  - Americans at home supported the war by conserving and rationing resources.
  - While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.
- Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.
  - Major events and turning points of World War II
    - Germany invaded Poland, set off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.
    - Germany invaded France and captured Paris.
    - Germany bombed London and the Battle of Britain began.
    - The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend Lease).
    - Japan bombed Pearl Harbor and Germany declared war on the United States. The United States declared war on Japan and Germany.
    - The United States was victorious over Japan in the Battle of Midway; the turning point of the war in the Pacific.
    - Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad; the turning point of the war in Eastern Europe.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.
  - The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.
5. The Holocaust was Adolf Hitler's plan to create a pure Aryan race by committing genocide against Jews.
- Anti-Semitism and a desire for Aryan supremacy were the goal of the Holocaust.
  - Under Hitler's command, it was a systematic attempt to rid Europe of all Jews.
  - Tactics used included: boycott of Jewish stores, threats, segregation, imprisonment and killing of Jews and others in concentration and death camps.
  - Liberation by Allied forces of Jews and others who survived in concentration camps shocked the world when it became clear what lengths the Germans had gone to exterminate the Jews under Adolf Hitler's command.

### Suggested Activities:

1. Compare patterns of continuity and change over time, applying context of events.
2. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
3. Analyze strategies used to resolve conflicts in society and government.
4. Evaluate the role of nationalism in uniting and dividing citizens.
5. Analyze the role political symbols play in civil disobedience and patriotic activities
6. Students understand the causes and global consequences of World War II.
7. Analyze the precipitating causes of the war and the reasons for early German and Japanese victories. [Analyze multiple causation]
8. Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes gained mass support in Italy, Germany, Spain, and Japan and expanded their empires during the 1930s. [Analyze multiple causation]
9. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
10. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
11. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
12. Identify and evaluate conflict and cooperation among social groups and

### ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

organizations in United States history from 1890 to the Present: Ethnic and Racial Relations (internment camps for Japanese Americans); Immigration and Migration (anti-immigrant attitudes.); Military Conflicts (World War II)

13. Explain the major turning points of the war in the principal theaters of conflict. [Interrogate historical data]
14. Compare and contrast treatments of the same topic in several primary and secondary sources.
15. Draw evidence from informational texts to support analysis, reflection, and research.
16. Write arguments focused on discipline-specific content: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among them. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both in a discipline-appropriate form. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented
17. Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust. [Analyze cause-and-effect relationships]
18. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### Academic Specific Activities:

1. **GRAPHIC ORGANIZER:** Create a table that compares types of government, republican and dictatorships. Under republican include democratic republic and parliamentary; under dictatorship include communism, fascism and nazism.  
**WRITE:** Discuss similarities and differences in a mini-essay (1-2 pages). Begin by defining type of government and each term. Then cite

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

example(s) of each type of government and explain briefly how it fits the description of that type of government.

**DEBATE:** The above assignment will have prepared students to participate in a class debate regarding the 'most efficient' type of government.

**DESCRIPTIVE WRITING:** Describe three causes of WWII that you think were most important and explain why you think these were most critical in causing the war in 500 words.

2. Read and listen to President Roosevelt's address to Congress on December 8, 1941. Answer the following questions: A. *What proof does Roosevelt offer that this was a planned surprise attack?* B. *Where else did Japan attack immediately after attacking Pearl Harbor?* C. *What did President Roosevelt ask Congress to do?* D. *As a student of American history, do you think this was an effective or ineffective speech? Explain your answer.* (See Resources)

Select one United States World War II propaganda poster on the National Archives site from one of the four types specified using the link below, and answer the following questions: A. *Identify the type of poster.* B. *What message does this poster convey?* C. *What makes this an effective poster?* (See Resources)

3. Students will describe actions of the U.S. government that led to the evacuation of Japanese Americans in 1942 by completing the following: Analyze primary and secondary sources (Executive Order 9066, photographs, maps, period articles); Describe life during the early months of evacuation; Identify racial and other forms of bias at the time (See Resources).
4. **PERSUASIVE ESSAY:** Research using provided links to examine the decision of the United States to use atomic bombs against Japan. Evaluate the arguments presented in the links, take a position on the issue and develop a thesis which addresses the following question: *Do you agree that it was not necessary to drop the atomic bomb on Japan? Why or why not? Explain.* Respond in 2-3 pages.  
**TIMELINE:** Create a World War II timeline that spans from 1930 to 1945. Include information about German aggression and major events and turning points during World War II. Label 2 events you feel were most decisive in ending the war.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

OR

**GROUP TEACH:** Each group will answer one of the following and lead the class in a group discussion. Each group member will present to the class. 1. *Can the United States remain neutral with regard to the affairs of the other nations of the world?* 2. *Should there be limits to warfare?* 3. *Was World War II preventable?* 4. *Does the United States have a responsibility to the people of other nations?*

5. Students research one individual who put his/her life at risk to protect Jewish citizens and oppose the Nazis. Create a biographical powerpoint highlighting the individual's pre-WWII life and his/her partisan activity during the war. Address the value of civic disobedience versus moral actions. Minimum 6 slides. Include a bibliography. Present to class.

### RESOURCES

#### Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

*Evacuation: The Japanese Americans During World War II*. The Oregon History Project.

[http://www.ohs.org/education/oregonhistory/learning\\_center/dspResource.cfm?resource\\_ID=FC218438-FF32-E1B7-86B4F4B030BFC962](http://www.ohs.org/education/oregonhistory/learning_center/dspResource.cfm?resource_ID=FC218438-FF32-E1B7-86B4F4B030BFC962)

*Pearl Harbor Attacked*. History Channel.com. 2001-2006. <http://pearlharborattacked.com/>

*Poster Art From World War II*. The National Archives Powers of Persuasion.

[http://www.archives.gov/exhibits/powers\\_of\\_persuasion/powers\\_of\\_persuasion\\_home.html](http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html)

U.S. Constitution and other Primary source.

#### Online Sources/DVD:

*America: The Story of Us - WWII*. The History Channel, n.d. Web. 8 Feb. 2012.

*Saving Private Ryan*. Director Steven Spielberg. Performer Tom Hanks. Dreamworks SKG, 1998. Film (scene selections)

*Pearl Harbor*. Director Michael Bay. 2001. Performers Ben Affleck, Josh Hartnett, Kate Beckinsale. Touchstone Pictures and Jerry Bruckheimer. 2001 (scene selections).

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 5:</b> Cold War	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

**8.1.U.A.** Evaluate patterns of continuity and change over time, applying context of events.

**8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**8.1.U.C.** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

**8.3.U.A.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.

**8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the United States.

**8.3.U.C.** Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

**8.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

**7.1.U.A.** Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

**7.3.U.A.** Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

**7.4.9.B.** Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

**6.1.U.A.** Analyze how choices are made because of scarcity.

**6.1.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

**6.1.U.C.** Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

**6.2.U.A.** Analyze the flow of goods and services in the national economy.

**6.2.U.C.** Evaluate the impact of advertising and media on individual and group behavior throughout United States history.

**6.2.U.D.** Explain how the laws of supply and demand impacted individuals and groups behavior over time.

**6.2.U.E.** Analyze the impact of the business cycle on individual and group behavior over time.

**6.2.U.F.** Analyze the impact of private economic institutions on individuals and groups over time.

**6.2.U.G.** Compare and contrast various economic systems.

#### 6.3 FUNCTIONS OF GOVERNMENT

**6.3.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions, Immigration, Military conflict, Economic stability.

**6.3.U.C.** Compare and contrast the taxation policies of the local, state, and national governments

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**6.3.U.D.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic Stability.

### **6.4 ECONOMIC INTERDEPENDENCE**

**6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.

**6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

### **6.5 INCOME, PROFIT, AND WEALTH**

**6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development.

**6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.

**6.5.U.F.** Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

### **Civics and Government:**

#### **5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.

**5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality

**5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution

**5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

**5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.

**5.2.U.C.** Examine political leadership and public service in a republican form of government

**5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

**5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

**5.4.U.A.** Explain how United States foreign policy is developed.

### **KEY CONCEPTS**

1. After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals. In responding to an uncertain and unstable postwar world the United States learned from the mistakes of the past and accepted its role as a world superpower, helping to rebuild Europe and Japan. The United States took the leading role in establishing the United Nations.
2. The United States and the Soviet Union emerged from World War II as world powers, engaging in a rivalry over ideology and national security that triggered divisiveness at home and abroad.
3. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global changes. It also faced fear-created paranoia of communism at home.
4. Following World War II, Americans prospered due to an expanding economy stimulated by America's involvement in the war, and a production and technology boom leading to a youth culture and other societal changes.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build in international security system.
  - Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States felt it was in its best interest to help rebuild Europe and prevent political and economic instability.
  - The United States instituted George. C. Marshall's plan to rebuild Europe (the Marshall Plan), a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations and provided massive financial aid to rebuild European economies and prevent the spread of communism.
  - Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions (the Berlin Airlift).
  - Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.
  - The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.
2. The Cold War was the state of tension that existed without actual fighting between the United States and the Soviet Union, which divided the world into two camps. It caused divisiveness at home and abroad and was the central organizing principle in foreign affairs for 40 years.
  - Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers) was the origin of the Cold War. The US was democratic and capitalist; the Soviet Union, dictatorial and communist.
  - The Soviet Union dominated Eastern European countries behind an 'iron curtain', while the Americans adopted a policy of containment (efforts to prevent the spread of communism, the Truman Doctrine).
  - Democratic 'peace-loving states' allied in the North Atlantic Treaty Organization (NATO) and communist states in the Warsaw Pact, a military alliance with satellite nations in Eastern Europe.
3. Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities.
  - Postwar decolonization and the emergence of powerful nationalist movements in Asia and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
  - Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism (House Un-American Activities Committee (HUAC), the Hollywood Ten, McCarran-Walter Act, Alger Hiss, Julius and Ethel Rosenberg).
  - Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.
  - The Korean conflict produced some minor domestic opposition.
  - Americans debated the merits of a large nuclear arsenal, the 'military-industrial complex,' and the appropriate power of the executive branch in conducting foreign and military policy.
4. Numerous factors contributed to the prosperity and the rapid growth of the American economy after WWII.
  - With rationing of consumer goods over, businesses converted from production of war materials to consumer goods and Americans purchased goods on credit.
  - The work force shifted back to men, and most women returned full time to family responsibilities; however, as economic prosperity continued and the technology boom revolutionized society, the next generation of women entered the labor force in large numbers.
  - Labor unions merged and became more powerful; workers gained new benefits and higher salaries.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### Suggested Activities:

1. Evaluate the principles and ideals that shape the United States and compare them to documents of government.
2. Compare patterns of continuity and change over time, applying context of events.
3. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
4. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
5. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
6. Analyze the significance of human activity in shaping places and regions by their economic characteristics.
7. Analyze the significance of human activity in shaping places and regions by their political characteristics.
8. Impact of political conflicts (e.g., secession, fragmentation, insurgencies, invasions).
9. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
10. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
11. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
12. How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
13. Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
14. Explain and locate regions and their shared connections as defined by physical and human features.
15. Evaluate how continuity and change has influenced United States history from 1890 to Present.
16. Evaluate the strengths and weaknesses of various systems of government. (Autocracy, Democracy, Oligarchy, Republic)

### ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

17. Analyze the United States' interaction with other nations and governmental groups in world events.
18. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships
19. Explain how foreign policy is developed and implemented
20. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
21. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organization
22. Evaluate political leadership and public service in a republican form of government.
23. Analyze how participation in civic and political life leads to the attainment of individual and public goals.
24. Describe historical examples of expansion, recession, and depression internationally.
25. Analyze the flow of products, resources and money in a mixed economy.
26. Predict how changes in supply and demand affect equilibrium price and quantity sold.
27. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

### Academic Specific Activities:

1. **ACTIVITY, Part I:** Read selections from the Atlantic Charter (See Resources). Read 'Declaration by the United Nations, January 1, 1942' (See Resources). Make observations regarding MAP: World War II Diplomacy (See Resources).
2. **Part II, Document Based Analysis:** Divide class into groups and each answers a document-based question, then shares results, jigsaw fashion, with the class.
3. **READ:** "Post-War Occupation and Division" (See Resources).
4. Create a **MAP** of Europe and Berlin/Germany illustrating the division of Berlin/Germany and of Europe into democratic and eastern bloc states.
5. **WRITE:** A four paragraph explanation of the division of Germany from the Allies perspective – United States (paragraph 1), Great Britain (paragraph 2), France (paragraph 3), Soviet

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Union (paragraph 4). Did each country achieve their goals?

6. Following lecture, respond to the following in writing: What is a satellite nation? Why did Stalin want these satellites? Why was the term 'iron curtain' a good description of the Soviet presence in Eastern Europe? What is the difference between the Cold War and a "hot" war? How do the policy of containment and the Truman Doctrine complement one another? What decisions were reached at Yalta and Potsdam? Summarize the postwar goals of the US and the Soviet Union. How did the US hope to use the policy of containment and the Truman Doctrine to respond to the Soviet creation of an 'iron curtain'?
7. Students create an illustrated storyboard or comic strip about the Cold War. Images and writing must be students own work, not printed. The story board or comic strip must have: At least **10** cells or boxes; 10 hand drawn images, with color that describe the start of the Cold War, refer to events that indicate the progression of and major concerns of the Cold War; Each image is to be captioned with 1-2 sentences that summarize the event or activity **and** its significance. Chronology is important (Cause and Effect). Refer to list of events that must be included.
8. Research "Post World War II United States By The Numbers". Create a table that shows the changes that occurred in the following categories from 1930 and 1965: Households with Televisions, Live Births; Women in the Workforce; Car Sales; Average Household Income. Write 2-3 page essay analyzing the causes of the changes and the immediate and long-term impacts.  
OR
9. **BIOGRAPHY:** Choose one individual from list to research and write a 2-3 page biography of that subject. Focus on achievements at the end of World War II and during the Cold War. Include a bibliography.

### RESOURCES

#### Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

#### Online Sources/DVD

*America: The Story of Us - Superpower*. The History Channel, n.d. Web. 8 Feb. 2012.

Bohanon, Cecil. *Economic Recovery: Lessons from the POST WWII Period*. George Mason University. 2012. <http://mercatus.org/publication/economic-recovery-lessons-post-world-war-ii-period>

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Eric Solsten, ed. *Germany: A Country Study 'Postwar Occupation and Division'*. Washington: GPO for the Library of Congress, 1995. <http://countrystudies.us/germany/44.htm>

[Life in the US After WWII. http://www.manythings.org/voa/history/197.html](http://www.manythings.org/voa/history/197.html)

The Avalon Project. *The Atlantic Charter*. Lillian Goldman Law Library, New Haven, CT. 2008. <http://avalon.law.yale.edu/wwii/atlantic.asp>

The Avalon Project. *Declaration by the United Nations*. Lillian Goldman Law Library, New Haven, CT. 2008. <http://avalon.law.yale.edu/wwii/atlantic.asp>

World War II Diplomacy.

<http://teachingamericanhistory.org/static/neh/interactives/wwiidiplomacymap/>

U.S. Constitution and other Primary sources

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 6:</b> Civil Rights and Activism	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

- 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the United States.
- 8.3.U.C. Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

- 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.U.A. Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.U.B: Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

- 6.1.U.A. Analyze how choices are made because of scarcity.
- 6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

- 6.2.U.A. Analyze the flow of goods and services in the national economy.
- 6.2.U.C. Evaluate the impact of advertising and media on individual and group behavior throughout United States history.
- 6.2.U.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.U.E. Analyze the impact of the business cycle on individual and group behavior over time.
- 6.2.U.F. Analyze the impact of private economic institutions on individuals and groups over time.
- 6.2.U.G. Compare and contrast various economic systems.

#### 6.3 FUNCTIONS OF GOVERNMENT

- 6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions, Immigration, Military conflict, Economic stability.
- 6.3.U.C. Compare and contrast the taxation policies of the local, state, and national governments

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**6.3.U.D.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic Stability.

### **6.4 ECONOMIC INTERDEPENDENCE**

**6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.

**6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

### **6.5 INCOME, PROFIT, AND WEALTH**

**6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development

**6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.

### **Civics and Government:**

#### **5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.

**5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality

**5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution

**5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

**5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.

**5.2.U.C.** Examine political leadership and public service in a republican form of government

**5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

**5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

#### **5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION**

**5.4.U.A.** Explain how United States foreign policy is developed.

### **KEY CONCEPTS**

1. Liberalism reached its apex in the mid-1960s and generated a variety of political and cultural responses. Civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress was slow and halting.
2. Many liberal principles came to dominate postwar politics and court decisions during the presidencies of John F. Kennedy and Lyndon B. Johnson, and liberalism came under attack from the left as well as from resurgent conservative movements. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and equality. A youth counterculture developed that questioned American goals and values and ultimately changed American society. Environmentalists and consumer movements are organized to ensure the future of our nation and protect individuals.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. Following World War II, civil rights activists utilized a variety of strategies – legal challenges, direct action, and nonviolent protest tactics – to combat racial discrimination and its effects including: separate educational facilities and resources for white and black students; separate public facilities; social isolation of races.
  - Each of the three branches of the federal government used measures to promote greater racial justice (desegregation of the armed services, *Brown v. Board of Education*, Civil Rights Act of 1964).
  - Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.
  - Slow gains in civil rights led some to reject nonviolent methods. Social unrest increased in 1968 following the assassinations of Martin Luther King, Jr. and Robert F. Kennedy (Malcolm X, black nationalism, Black Panthers, de jure versus de facto segregation).
2. Liberalism reaches its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad. Liberal ideals are realized in Supreme Court decisions that expand democracy and individual freedoms.
  - Following his narrow election victory, John F. Kennedy proposes a number of changes in his New Frontier domestic policy addressing the economy, poverty and inequality in addition to an ambitious space program.
  - Kennedy experiences great success and as well as failure in foreign policy decisions (Bay of Pigs, Cuban Missile Crisis).
  - After Kennedy's assassination, Lyndon B. Johnson institutes his Great Society program to provide poverty relief, education, healthcare, voting rights and other domestic issues.
  - Under Johnson's leadership, the United States becomes more and more involved in conflict in Southeast Asia.
  - The Warren Court, led by Chief Justice Earl Warren becomes the most judicially active court in history when it overturns many old laws and establishes controversial legal precedents (*Griswald v. Connecticut*, *Miranda v. Arizona*, *Students for a Democratic Society*, Thurgood Marshall).
3. The women's movement, which was dedicated to ending discrimination based on gender, found inspiration in the civil rights movement and other activist causes (feminism, *The Feminine Mystique*, Gloria Steinem, National Organization for Women (NOW) *Roe v. Wade*, Equal Rights Amendment (ERA)).
  - Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices (United Farm Workers (UFW), Cesar Chavez, Japanese American Citizens League (JACL), American Indian Movement (AIM)).
  - In the 1960s a youth culture blossomed that promoted freedom and individuality. New attitudes toward personal relationships, drugs and music shocked many Americans (pop art, Andy Warhol, Woodstock, drugs).
  - Conditions that came to light in the 1960s as well as the activist mood of the period helped to create movements for preserving the environment and for ensuring the safety of consumer products (Rachel Carson, *Silent Spring*, DDT, Nuclear Regulatory Commission (NRC), Ralph Nader).

### Suggested Activities:

1. Compare patterns of continuity and change over time, applying context of events.
2. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
3. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
4. Interpret how conflict and cooperation among

### ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

5. Evaluate the principles and ideals that shape the United States and compare them to documents of government.
6. Analyze and assess the rights of the people as listed in the Constitution of the United States
7. Analyze how the law promotes the common good and protects individual rights.
8. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
9. Analyze the responsibilities and powers of the national government.
10. Evaluate the impact of interest groups on the political process.
11. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
12. Social Organization (e.g., compulsory school laws, court decisions expanding individual rights).
13. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
14. Write arguments focused on discipline-specific content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
15. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
16. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
17. Apply examples of the rule of law as related to individual rights and the common good.
18. Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality
19. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions, Immigration, Military conflict, Economic stability.
20. Evaluate patterns of continuity and change over time, applying context of events.
21. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
22. Analyze how continuity and change have impacted the United States: Belief systems and

- Individualized Instruction
- Chunking of Information

### **ENRICHMENT:**

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

23. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
24. Political Leaders
25. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
26. Analyze how the law promotes the common good and protects individual rights.

### Academic Specific Activities:

1. Research events which led to *Brown v. Board of Education* and the progress of desegregation until the passage of the Civil Rights Act of 1964. Choose 10 events to include on EACH of two parallel timelines – a Cause and Effect timeline and an event/legislation timeline highlighting the 'causes' of each 'effect'. Choose one event/legislation that you feel most totally encompasses the goals of the civil rights movement and create an argument for why it was the most significant event of the movement. Present your argument in a well-written paragraph.
2. **INDIVIDUAL/GROUP ACTIVITY:** Choose which branch of government had the greatest impact on desegregation progress in the United States and compose an argument why you believe this to be true. Present your opinion and evidence in 3-5 well-written paragraphs. Participate in debate.
3. **DEBATE:** Students who have chosen each branch of government will participate as part of a 3 group discussion panel to debate the merits the actions that each branch of government took and the impact of those actions on the overall civil rights movement. Which branch of government had the greatest impact on the civil rights movement.
4. **President Lyndon B. Johnson's 'Great Society'. VIEW** *LBJ's Great Society speech* (resources). Discuss. Identify and list Johnson's goals.  
**VIEW** *The Great Society's triumph and tragedy*. Discuss. After viewing, create a 'Great Society Wheel of Fortune' that has two parts to each spoke: a Cause and an Effect that was part of Johnson's Great Society program. What did Johnson's program focus on? Why? What did this reflect about Americans' beliefs about the federal government? Can you track the beginning of public approval of 'big government'? What

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

responsibilities to the American people do you believe government should have?

5. **RESEARCH/WRITE:** Students research a case decided by the Warren Court. *Brown v. Board of Education, Hernandez v. Texas, Bolling v. Sharpe, Watkins v. US, Yates v. US, One, Inc., v. Olesen, Ellis v. US, Boynton v. Virginia, Gomillion v. Lightfoot, Mapp v. Ohio, Engel v. Vitale, Jones v. Cunningham, Woong Sun v. US, Gideon v. Wainwright, Abington School District v. Schempp, Reynolds v. Sims, etc.* (see Resources). Using rubric, prepare a pamphlet that presents your case including: Background, Facts, Issue, Constitutional Questions, Decision, Reasoning. On the back page of the pamphlet design a quiz for readers to take. Distribute pamphlets, classmates complete quiz.
6. **READ:** *History of the Cuban Missile Crisis* then respond to the following prompt in 1 well-written typed page. Create a draft; edit; revise.
7. **PROMPT:** Was the United States, the USSR, or Cuba more to blame for the Cuban missile crisis? What impact did the crisis have on U.S.-Soviet relations?
8. **WRITE:** Research and write a 2-3 page biography of one person of influence from the 1960s. Include a bibliography. Choices may include John F Kennedy, Lyndon B. Johnson, Gloria Steinem, Earl Warren, Martin Luther King, Jr., James Baldwin, Malcolm X, Elijah Muhammad, Robert Moses, Anne Moody, Elizabeth Eckford, Dr. Hector Garcia, Rosa Parks, Thurgood Marshall, Jackie Robinson, Stokely Carmichael, Shirley Chisholm, Fidel Castro, Betty Friedan, Cesar Chavez, Dennis Banks, Rachel Carson, and Ralph Nader, among others. Create a draft; edit; revise.  
Or
9. Create a **powerpoint** biography of one person of influence from the 1960s. Include all basic biographical information, relevance of person to the time period, major achievements, lasting impact of person on history. Present to class.
10. Complete online Women's Rights Scavenger Hunt (See Resources).

### RESOURCES

#### Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

U.S. Constitution and other Primary sources

Online Sources

*History of the Cuban Missile Crisis*. Belfer Center Harvard Kennedy School. 2015.  
<http://www.cubanmissilecrisis.org/for-educators/>

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Lyndon B. Johnson's "Great Society" speech. Washington Post. May 18, 2014.  
<https://www.youtube.com/watch?v=wm6nbl9eNMc>

List of Supreme Court Cases by the Warren Court. Wikipedia. 2015.  
[https://en.wikipedia.org/wiki/List\\_of\\_United\\_States\\_Supreme\\_Court\\_cases\\_by\\_the\\_Warren\\_Court](https://en.wikipedia.org/wiki/List_of_United_States_Supreme_Court_cases_by_the_Warren_Court)

Orchard Park Middle School Women's Rights Scavenger Hunt.  
<http://www.opschools.org/middleschool.cfm?subpage=354>

*The Great Society's triumph and tragedy.* American Enterprise Institute. May 15, 2014.  
<https://www.youtube.com/watch?v=ECIpFLDrK0g>

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Academic Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 7:</b> Vietnam, Counterculture, Superpowers	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

- 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the United States.
- 8.3.U.C. Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

- 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

- 7.2.U.A. Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.U.A. Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.U.B. Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

- 6.1.U.A. Analyze how choices are made because of scarcity.
- 6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

- 6.2.U.A. Analyze the flow of goods and services in the national economy.
- 6.2.U.C. Evaluate the impact of advertising and media on individual and group behavior throughout United States history.
- 6.2.U.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.U.E. Analyze the impact of the business cycle on individual and group behavior over time.
- 6.2.U.F. Analyze the characteristics of economic expansion, recession and depression.
- 6.2.U.G. Compare and contrast various economic systems.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### 6.3 FUNCTIONS OF GOVERNMENT

**6.3.U.B.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions, Immigration, Military conflict, Economic stability.

**6.3.U.C.** Compare and contrast the taxation policies of the local, state, and national governments

**6.3.U.D.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic Stability.

### 6.4 ECONOMIC INTERDEPENDENCE

**6.4.U.A.** Explain how specialization contributes to economic interdependence on a national and international level.

**6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.

**6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

### 6.5 INCOME, PROFIT, AND WEALTH

**6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development

**6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.

### Civics and Government:

#### 5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT

**5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.

**5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality

**5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution

**5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### 5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

**5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

**5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.

**5.2.U.C.** Examine political leadership and public service in a republican form of government

**5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### 5.3 HOW GOVERNMENT WORKS

**5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

**5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

#### 5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION

**5.4.U.A.** Explain how United States foreign policy is developed.

### KEY CONCEPTS

1. The United States entered the Vietnam conflict to defeat Communist forces threatening South Vietnam. Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated.
2. A total of five American presidents dealt with the policies of containment and the spread of communism to South Vietnam. The conflict affected domestic peace, presidential elections and created political divisions in the Democratic party and the nation as a whole. Vietnam involvement led to increased questions about the increasing powers of the president, especially in regards to war powers.
3. The Nixon presidency was a time of great change as Nixon strengthened US relationships with China

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

and the Soviet Union, and sought to control demanding domestic issues, but ended with the first resignation in disgrace of a US president. His successor, Gerald Ford, would struggle to unite and rebuild America's faith in its leadership.

4. President Carter successfully dealt with some issues in the Middle East in addition to domestic deregulation and energy issues, but public dissatisfaction with unemployment, inflation and the failure to end the Iran Hostage Crisis prevented him from being reelected.

### UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE

1. The United States intervened to stop the spread of communism into South Vietnam (Geneva Accords, Domino Theory, Viet Cong, national Liberation Front, Gulf of Tonkin Resolution). Americans were divided over whether the United States should be involved militarily in Vietnam. The Conflict ended in a cease-fire agreement in which US troops withdrew (Ho Chi Minh, doves, hawks, Tet Offensive, conscientious objectors, deferment, Vietnamization, MIA, POW).
2. President Truman's policy of containment can be connected to US involvement in Vietnam. Eisenhower pledged support to South Vietnam's leader, Ngo Dinh Diem. Kennedy increased the US military presence in South Vietnam. President Johnson used the Gulf of Tonkin Resolution to escalate American involvement in South Vietnam. The war significantly affected the election of 1968 leading to a Republican Nixon victory, as he promised to end US out of South Vietnam in an effort to achieve 'peace with honor'.
3. President Nixon opens communication with both China and the Soviet Union by relying on the support and advice of key advisors like Henry Kissinger, who understood how to foreign policy and how to positively utilize the media.
  - Concerned with the superpowers' supply of nuclear arms, he negotiated the first Strategic Arms Limitation Treaty (SALT I) with the Soviet Union.
  - Nixon traveled to Communist China to discuss and take a series of political and economic actions to improve the China/US relationship.
  - Nixon's involvement in the Watergate Scandal, its cover-up and eventual criminal investigation led to the disgrace of the president and the demand for his resignation.
  - Gerald Ford succeeded Nixon and pardoned him. Despite continuing Nixon's policy of détente, domestic economic issues and his controversial pardon of Nixon led to his failure to be reelected.
4. President Jimmy Carter accomplished much in terms of his foreign policy, but his inability to work effectively with Congress prevented the success of his domestic programs.
  - Carter invited Israel's Prime Minister Menachem Begin and Egypt's President Anwar el-Sadat to the US to establish a framework for peace in the Camp David Accords.

#### **Suggested Activities:**

1. Compare patterns of continuity and change over time, applying context of events.
2. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
3. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
4. Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
5. Evaluate how conflict and cooperation among groups and organizations have

#### **ASSESSMENTS:**

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

#### **REMEDIATION:**

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

#### **ENRICHMENT:**

- Research Opportunities
- Class Presentation

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

6. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
7. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
8. Evaluate an individual's civic rights, responsibilities and duties in various governments.
9. Analyze the United States' interaction with other nations and governmental groups in world events.
10. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.
11. Explain how foreign policy is developed and implemented.
12. Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.
13. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
14. Analyze the responsibilities and powers of the national government.
15. Evaluate the impact of interest groups on the political process.
16. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
17. Evaluate how a nation might benefit by lowering or removing trade barriers.
18. Analyze how United States consumers and producers participate in the global production and consumption of goods or services.
19. Evaluate how trade is influenced by comparative advantage and opportunity costs.
20. Compare distribution of wealth across nations.
21. Explain the human characteristics of places and regions using the following criteria:

- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Population, Culture, Settlement, Economic activities, Political activities

22. Interpret ideas and events from different historical perspectives.
23. Explain and locate regions and their shared connections as defined by physical and human features.
24. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
25. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
26. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
27. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
28. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
29. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
30. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
31. Write arguments focused on discipline-specific content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### **Academic Specific Activities:**

1. Introduce unit by playing: *Country Joe McDonald – Vietnam Experience*. Students write down war references, perspective, attitude, places, names, political references.
  - Students utilize an interactive timeline and readings to create 3 diary entries

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

written from an assigned perspective (EG: student, politician, parent of soldier, soldier, nurse, doctor, minister, etc.) of the social, political, military, media accounts of the war.

- Students view a video and read accounts of the war from the perspective of a Viet Cong veteran and a journalist who left Vietnam to live in San Francisco. After viewing *Vietnam: Looking for Home*, discuss the video and the version of history that current day Vietnam students are being taught. Respond in two paragraphs: What perspective of the 'new Vietnam' does the narrator relate? Would it be possible to teach a one-sided version of history in the United States?
  - Choose one song from the Vietnam era and analyze how it treats the period. What was the primary issue(s) of the writer(s), and what did the writer(s) expressed? Present to the class.
2. Research the actions of each of the five US presidents connected with Vietnam in regards to communism and conflict in South Vietnam. Create a poster: 'Vietnam by President', illustrating the issues each dealt with, how each handled those issues, how the conflict escalated, and how US citizens responded. Your final entry will be "President Nixon: US Withdraws from Vietnam – Peace with Honor?"
  3. View selections from 'Nixon: The American Experience'.
    - **WRITE:** Students write a 2 page assessment of Nixon's presidency. What were his major accomplishments? Aside from Watergate, what were his major failures? How do students think Americans would view Nixon today if the Watergate affair had never occurred?
    - Read *Five Key Legacies of Former President Richard Nixon On His 100<sup>th</sup> Birthday* by Sarah Parnass. Write the five key legacies the author presents and state your agreement/disagreement of each. Analyze Nixon's legacy indicating whether it is more positive or negative. Is this justified? Why or why not? Support your position with examples.
  4. Research and create a 6 screen powerpoint addressing one of the following assigned topics: Jimmy Carter, Energy Crisis, Curbing

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Inflation, Rosalynn Carter, The Camp David Accords, Billy Carter, Thomas P. "Tip" O'Neill, Walter F. Mondale, The Iranian Hostage Crisis, Carter's Greatest Legacy: The Camp David Negotiations Carter's "Crisis of Confidence" Speech. Include a bibliography. Present to the class.

- Research and write a biography of Jimmy Carter. Carter's biography and presidency raise the issue of what sort of personal qualities make a good president. In your biography, examine personal qualities Carter possessed that were important to the success of his presidency, and how some of his personal qualities hindered his ability to be a good president. On a scale of 1-5 (5 is the highest score), rate the presidency of Jimmy Carter. Explain your reasoning and support with biographical evidence.
- Read about Iranian hostage crisis, and view the bonus video *444 Days* about the news coverage and Americans' reactions to the crisis on the PBS website. Imagine that you are a senior advisor to President Carter at the **start** of the hostage crisis. Write him a memo in which you present at least three different options for handling the crisis and outline the advantages and disadvantages of each option. Your memo should end with a recommendation for the president to choose a particular option. (Remember that this memo is being written at the start of the crisis, so you will not know about any events that occurred later in the crisis.)

### RESOURCES

#### Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

U.S. Constitution and other Primary sources

Online Sources/DVD:

*Country Joe McDonald – Vietnam Experience (Full album)*.

[https://www.youtube.com/watch?v=n9tv\\_27NeEE](https://www.youtube.com/watch?v=n9tv_27NeEE)

Howard, Ron. *Frost/Nixon*. Universal Pictures. 2009.

Jimmy Carter: The Presidents. The American Experience. 2013.

<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/carter-teachersguide/>

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

*Nixon: The Presidents. The American Experience.* 2013.

<http://www.pbs.org/wgbh/americanexperience/films/nixon/player/>

*Nixon: The American Experience. Teacher's Guide.* 2013.

<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/nixon-teachers-guide/>

Parnass, Sarah. *Five Key Legacies of Former President Richard Nixon On His 100<sup>th</sup> Birthday.*

ABC News. 2013. [http://abcnews.go.com/Politics/OTUS/key-legacies-president-richard-nixon-100<sup>th</sup>birthday/story?id=18160523](http://abcnews.go.com/Politics/OTUS/key-legacies-president-richard-nixon-100thbirthday/story?id=18160523)

*Remember My Lai.* Frontline, Parts 1-4. 1983. <https://www.youtube.com/watch?v=FLc1zaZVCDM>

*Teaching About the Vietnam War in Vietnam.* WGBH Educational Foundation. 2002-2011.

[http://www.pbs.org/frontlineworld/educators/history\\_vietnam.html](http://www.pbs.org/frontlineworld/educators/history_vietnam.html)

*Teaching About Vietnam.* Created by the Roy Rosenzweig Center for History and New Media at George Mason University with funding from the U.S. Department of Education. 2001-2015.

<http://teachinghistory.org/nhec-blog/23921>

*Vietnam: Looking For Home.* 2003.

[http://www.pbs.org/frontlineworld/watch/player.html?pkg=203\\_vietnam&seg=1&mod=0](http://www.pbs.org/frontlineworld/watch/player.html?pkg=203_vietnam&seg=1&mod=0)

*We Were Soldiers.* Dir. Randall Wallace. Perf. Mel Gibson. Icon Entertainment International, 2002. Film. (Scene selections)

*A Volunteer Military or a Draft?*. Izzit.org. Erie, PA. 2008. Film (running time 14:00).

[http://abcnews.go.com/Politics/OTUS/key-legacies-president-richard-nixon\\_100<sup>th</sup>birthday/story?id=18160523](http://abcnews.go.com/Politics/OTUS/key-legacies-president-richard-nixon_100th_birthday/story?id=18160523)

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE:</b> Core Modern US History	<b>GRADE(S):</b> 11
<b>UNIT 8:</b> Conservatism and a New World Order	<b>TIMEFRAME:</b>

## PA ACADEMIC STANDARDS

### History:

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research (Reference RWSL Standard 1.8.11 Research).

#### 8.3 UNITED STATES HISTORY

- 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the United States.
- 8.3.U.C. Evaluate how continuity and change have impacted the United States including: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States including: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

- 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.U.A. Analyze the human characteristics of places and regions using the follow criteria: Population, Culture, Settlement, Economic activities, Political activities

#### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.U.B: Compare and contrast the effect of people on the physical region across regions of the U.S.

### Economics:

#### 6.1 SCARCITY AND CHOICE

- 6.1.U.A. Analyze how choices are made because of scarcity.
- 6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

#### 6.2 MARKETS AND ECONOMIC SYSTEMS

- 6.2.U.A. Analyze the flow of goods and services in the national economy.
- 6.2.U.C. Evaluate the impact of advertising and media on individual and group behavior throughout United States history.
- 6.2.U.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.U.E. Analyze the impact of the business cycle on individual and group behavior over time.
- 6.2.U.F. Analyze the impact of private economic institutions on individuals and groups over time.
- 6.2.U.G. Compare and contrast various economic systems.

#### 6.3 FUNCTIONS OF GOVERNMENT

- 6.3.9.D. Explain why governments limit or promote international trade.
- 6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States considering: Ethnicity and Race, Working conditions,

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Immigration, Military conflict, Economic stability.

**6.3.U.C.** Compare and contrast the taxation policies of the local, state, and national governments

**6.3.U.D.** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic Stability.

### **6.4 ECONOMIC INTERDEPENDENCE**

**6.4.U.A.** Explain how specialization contributes to economic interdependence on a national and international level.

**6.4.U.C.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the US.

**6.4.U.D.** Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

### **6.5 INCOME, PROFIT, AND WEALTH**

**6.5.U.B.** Compare the role groups and individuals played in US social, political, cultural, and economic development

**6.5.U.E.** Define wealth and describe its distribution within and among the political divisions of the United States.

### **Civics and Government:**

#### **5.1. PRINCIPLES AND DOCUMENTS OF GOVERNMENT**

**5.1.U.A.** Apply examples of the rule of law as related to individual rights and the common good.

**5.1.U.C.** Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality

**5.1.U.D.** Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution

**5.1.U.F.** Analyze the role political symbols play in civil disobedience and patriotic activities.

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.U.A.** Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

**5.2.U.B.** Analyze strategies used to resolve conflicts in society and government.

**5.2.U.C.** Examine political leadership and public service in a republican form of government

**5.2.U.D.** Evaluate and demonstrate what makes competent and responsible citizens.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.U.D.** Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

**5.3.U.F.** Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

#### **5.4 HOW INTERNATIONAL RELATIONSHIPS FUNCTION**

**5.4.U.A.** Explain how United States foreign policy is developed.

### **UNIT OBJECTIVES and ESSENTIAL KNOWLEDGE**

1. A new conservatism grew to prominence in US culture and politics, defending traditional social values and rejecting liberal views about the role of government.
  - Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism (OPEC oil embargo, Moral Majority, New Right, televangelism).
  - Conservatives enjoyed significant victories related to taxation and deregulation of any industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition (Ronald Reagan and George W. Bush tax cuts, Contract with America, Planned Parenthood v. Casey).
  - Although Republicans continued to denounce 'big government', the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate (expansion of Medicare and Medicaid, growth of the budget deficit,

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

supply-side economics, AIDS, Iran-Contra Affair, entitlements).

2. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations.
  - President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries ('Star Wars' missile defense system, Strategic Defense Initiative (SDI), Start I).
  - The end of the Cold War led not only to new diplomatic relationships but also to new US military and peacekeeping interventions as well as debates over the nature and extent of American power in the world (Strategic Arms Reduction Treaty, Tiananmen Square, Persian Gulf War). The US faced new challenges including the collapse of communism, increased ethnic tensions in several countries, and the threat of terrorism.
3. In the wake of attacks on the World Trade Center and the Pentagon, US decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. The war on terrorism sought to improve security within the US but also raised questions about the protection of civil liberties and human rights.
4. The increasing integration of the US into the world economy was accompanied by economic instability and major policy, social, and environmental changes (downsizing).
  - Economic inequality increased after 1980 as US manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class (North American Free Trade Agreement, debates over health care reform and over Social Security reform). President Clinton attempted to address major domestic issues, including the healthcare system, as did President Barack Obama.
  - Conflict in the Middle East and concerns about climate change led to debates over US dependence on fossil fuels and the impact of economic consumption on the environment.
  - The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.
5. The political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
  - The new migrants affected US culture in many ways and supplied the economy with an important labor force but they also became the focus of intense political, economic, and cultural debates.
  - Demographic changes intensified debates about gender roles, family structure, and racial and national identity (Immigration Reform and Control Act of 1986, Don't Ask, Don't Tell debate, Marriage Equality)

### **Suggested Activities:**

1. Compare patterns of continuity and change over time, applying context of events.
2. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
3. Analyze the principles and ideals that shape United States government: Liberty/Freedom, Democracy, Justice, Equality
4. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **ASSESSMENTS:**

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

### **REMEDIATION:**

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

### **ENRICHMENT:**

- Research Opportunities
- Class Presentation

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
7. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
9. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
10. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
11. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
12. Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
13. Interpret ideas and events from different historical perspectives.
14. Explain and locate regions and their shared connections as defined by physical and human features.
15. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
16. Compare patterns of continuity and change over time, applying context of events.
17. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
18. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
19. Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
20. Interpret how conflict and cooperation among groups and organizations have impacted the

- Independent Investigation
- Case Study

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

21. Political Leaders (e.g., Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt).

### Academic Specific Activities:

1. **NEWSPAPER INTERVIEW:** Biography  
Students will present information about their assigned subject by pretending to be a reporter conducting an interview. They will ask an assortment of questions and write factual but creative first person responses. The report will be structured to resemble a newspaper or magazine article and is to include photos and a bibliography.

OR

2. **"LIVE" INTERVIEW:** Students can work in pairs to present biographical information by acting out a 'live' interview in front of the class.  
Bibliography to be submitted.
3. Following introductory lecture, **VIEW** and copy class notes on *Cold War in 9 Minutes* (See Resources). Review notes on brief history of Cold War. Discuss ideological differences and how these differences resulted in two superpowers and a world division between democratic nations and communist nations.
- **VIEW** *The Cold War – Part 9: Détente*. Note-taking. Lecture and note-taking on the weaknesses of the USSR and the Soviet Bloc that led to the fall of Communism. Define: perestroika, glasnost.
  - **ESSAY PROMPT:** Why did the Cold War end? Address three major domestic factors (crises within the Soviet Union) that led to the end of the Cold War. Essay will be 1-2 pages, well-written, draft will be submitted and peer-edited; include bibliography.
4. Refer to worksheets and read primary sources at:
- <http://www.morningsidecenter.org/teachable-moment/lessons/investigating-terrorism-3-lessons>.
- **DISCUSS** what terrorism is, what leads groups/individuals to commit terroristic acts and why these groups commit these acts.
  - **WRITE:** Respond in three paragraphs. What is terrorism? What leads groups/individuals to commit terroristic acts? Why do these groups feel it is their only option?

OR

- **VIEW** *Al Qaeda's New Front*. After viewing

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

video, students discuss as a whole class, then compose class notes. From what you have seen and from the class discussion, choose one of the following to answer in a well-written one page essay. (1) What role does poverty, unemployment, marginalization and despair play in the recruitment of young Muslim men into jihadist movements in Europe? What do these movements provide for these recruits?

5. Choose one topic from a list of issues/persons/events to research and to be the subject of a 2 page typed report. Follow all requirements of rubric. Include a bibliography. Students use index cards to present their research to the class in a 3-5 minute presentation.
6. Students work in pairs to develop a timeline from the presidencies of Ronald Reagan, George H.W. Bush, William J. Clinton, George W. Bush and Barack Obama. Timelines are to be creative and informative. Describe each event on a separate sheet to be handed in with the timeline.

### RESOURCES

Textbook:

Cayton, Andrew, Perry, Elisabeth Israels, Reed, Linda, Winkler, Allan M. (2007) *America: Pathways to the Present, Modern American History*. Chapters 11-12. Boston, MA. Prentice Hall.

U.S. Constitution and other Primary sources

Online Sources/DVD:

*Al Qaeda's New Front*. WGBH Educational Foundation. 2014.

<http://www.pbs.org/wgbh/pages/frontline/teach/front/discussion.html>

*America: The Story of Us - Millenium*. The History Channel, n.d. Web. 8 Feb. 2012.

*Cold War in 9 Minutes*. RudtheSpud. November 10, 2013.

<https://www.youtube.com/watch?v=wVqziNV7dGY>

*Looking for answers*. WGBH Educational Foundation. 2014.

<http://www.pbs.org/wgbh/pages/frontline/shows/terrorism/>

*Markets Without Borders: Globalization and the Rule of Law*. Izzit.org. Erie, PA. 2002. Film (running time 16:30).

*President Reagan: Signing of the INF Treaty with Premier Gorbachev*. December 8, 1987. 2011.

<https://www.youtube.com/watch?v=U0uTYAyIHqA>

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Reagan – Tear Down This Wall. 2007. <https://www.youtube.com/watch?v=WjWDrTXMgF8>

Shapiro, Alan. *Investigating Terrorism – Three Lessons*. Morningside Center for Teaching Social Responsibility. New York, New York. 2012. <http://www.morningsidecenter.org/teachable-moment/lessons/investigating-terrorism-3-lessons>

*The Cold War – Part 9: Détente*. Media Rich Learning. 2009. <https://www.youtube.com/watch?v=FAhDQxPHvP0>

*The Reagan Years. 59e. The End of the Cold War*. U.S. History. Independence Hall Association in Philadelphia. 2014. <http://www.ushistory.org/us/59e.asp>