Course Description: The primary focus of this course will be the history of the United States and its role in the global community from the end of WWI to the present. Political, economic, and socio-cultural change will be investigated. The course further emphasizes historical connections to current problems, both in the United States and the world. Students will utilize primary source documents in their study of history and will be expected to examine historical events from multiple perspectives. Writing will be emphasized as a means of demonstrating students' understanding of history.

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<th>Unit #</th>
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<td>Conservative Reaction/Reagan Revolution</td>
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</table>
**Unit #/Title** | 1/The Roaring Life of the 1920s | **Time Frame** | 3 weeks
---|---|---|---

### Stage 1 - Identify Desired Results

#### Standards

**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.

**8.2.U.B.** Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.

**8.2.U.D.** Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

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

**8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

**8.3.U.C.** Evaluate how continuity and change have impacted the United States.

**8.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

**8.4.W.A.** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

**8.4.W.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

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### Big Ideas

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<tr>
<th>Big Ideas</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>● The Treaty of Versailles’ terms had global political, economic, and social implications.</td>
<td>● Was the Treaty of Versailles effective at creating an enduring international peace after WWI?</td>
</tr>
<tr>
<td>● Demographic transitions and new migration patterns influenced politics, economies, and culture.</td>
<td>● What was the impact of America’s adoption of isolationist foreign policies?</td>
</tr>
<tr>
<td>● America’s perceived post-WWI prosperity led to the development of a new age of consumerism.</td>
<td>● Did the 19th Amendment and women’s suffrage radically impact women’s roles in the West?</td>
</tr>
<tr>
<td>● Affordable technological advances in transportation had political, economic, cultural, and environmental impact.</td>
<td>● Why did nativist views reemerge after WWI?</td>
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<tr>
<td>● Communication and technological innovations contributed to the growth of mass culture, uniting the nation but also highlighting regional cultures.</td>
<td>● Was the Noble Experiment of Prohibition successful?</td>
</tr>
<tr>
<td>● The Russian Revolution sent widespread fear through Western nations that democracy was threatened.</td>
<td>● How did literature and music of reflect political, economic, and social realities?</td>
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<tr>
<td>● America’s return to isolationism after WWI had global and domestic ramifications.</td>
<td>● Was the Jazz Age another Gilded Age?</td>
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<tr>
<td>● African Americans’ artistic contributions garnered widespread popularity, opening new opportunities for blacks in urban settings.</td>
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<tr>
<td>● Below of the surface, the Roaring Twenties confronted cultural and political controversies related to gender roles, modernism, science, religion, and race.</td>
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### Content

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<tr>
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<th>Skills:</th>
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<td>● Anarchy</td>
<td>● Explain America’s reaction to the perceived threat of Communism.</td>
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<td>● Bootlegging</td>
<td>● Analyze the reasons for the development of and the subsequently impact of the quota system.</td>
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<tr>
<td>● Communism</td>
<td>● Identify how isolationism impacted American workplaces.</td>
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<tr>
<td>● Double Standard</td>
<td>● Analyze how the Republican party’s dominance and platform influenced the economy.</td>
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<tr>
<td>● Fundamentalism</td>
<td>● Analyze how America’s post-WWI prosperity impacted daily lives, specifically households and workplaces.</td>
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<tr>
<td>● Isolationism</td>
<td>● Explain how America’s post-WWI prosperity impact international relationships.</td>
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<tr>
<td>● Modernism</td>
<td>● Analyze whether the 19th Amendment and the suffrage movement lead to improved opportunities for women.</td>
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<tr>
<td>● Nativism</td>
<td>● Analyze how the clash between modernity and fundamentalism and its impact on American traditions and values.</td>
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<td>● Organized Crime</td>
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<td>● Speakeasies</td>
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<td>● Urban Sprawl</td>
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<td>Events:</td>
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<td>● Harlem Renaissance</td>
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<tr>
<td>Jazz Age</td>
<td>Develop an argument either supporting or refuting Prohibition</td>
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<tr>
<td>Red Scare</td>
<td>Explain how film and radio expanded and influenced society.</td>
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<tr>
<td>Scopes Trial</td>
<td>Interpret primary sources.</td>
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<tr>
<td>Teapot Dome Scandal</td>
<td>Interpret secondary sources for bias and perspective.</td>
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<tr>
<td>Washington Conference</td>
<td>Compare and synthesize primary and secondary sources to draw historical conclusions.</td>
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</table>

**People:**
- Louis Armstrong
- William Jennings Bryan
- Al Capone
- Charlie Chaplin
- Calvin Coolidge
- Clarence Darrow
- Amelia Earhart
- Flappers
- Henry Ford
- Marcus Garvey
- F. Scott Fitzgerald
- Warren G. Harding
- Ernest Hemingway
- Langston Hughes
- KKK
- Charles Lindbergh
- The Lost Generation
- Miss America
- Ohio Gang
- Babe Ruth
- Margaret Sanger
- Sacco & Vanzetti
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<th>2/Republican Decline and the Great Depression</th>
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<th>2 weeks</th>
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## Stage 1 - Identify Desired Results

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### Big Ideas

- Economic downfalls have multiple causes that are often magnified, sometimes unpredictably, by human reactions.
- The Great Depression challenged Americans in new ways to maintain family, community, and national unity.
- The Great Depression had long-lasting political, economic, social, health, and environmental implications that shaped a generation.
- Culture reflected the economic and emotional hardship of this time period, as well as the resilience of the human spirit.
- Responsible investment philosophies can weather financial downturns and instability.

### Essential Questions

- What were the causes for the sudden end to America’s post-WWI prosperity?
- Was the Great Depression inevitable?
- Can governments fix the economy?
- How did individuals and families respond and cope with the Great Depression and the government’s response?
- How does music reflect the values, tone, and issues of a certain moment in time?
- What actions can individuals take to protect themselves from market fluctuations?

### Content

**Concepts:**
- “Rugged individualism”
- Bear Market
- Boulder Dam
- Bread lines
- Bull Market
- Buying on margin
- Direct Relief
- Distribution of Income
- Dow Jones Industrial Average
- Hoovervilles
- New York Stock Exchange
- Price Supports
- Reconstruction Finance Corporation
- Shantytowns
- Stock/share
- Soup kitchens
- Speculation
- Unemployment Rate

**Events:**
- Bank Holiday
- Black Tuesday
- Dust Bowl

### Skills

- Explain the causes of the Great Depression
- Identify and explain Hoover’s initial goals when he became President and how he addressed the financial crisis.
- Analyze whether the government’s initial responses to the Great Depression were effective.
- Analyze the domestic and international implications of the Great Depression.
- Analyze the Great Depression’s impact on different regions.
- Interpret stock data to make informed investment decisions.
- Analyze oral histories.
- Election of 1928

People:
- Alfred E. Smith
- Bonus Army
- Hobo
- Herbert Hoover
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<thead>
<tr>
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<th>3/FDR Offers America a New Deal</th>
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### Big Ideas

- The depth of the Great Depression’s unemployment, business failures, banking closures and farm foreclosures, resulted in electing politicians who offered new approaches to addressing the crisis.
- New Deal programs dramatically increased government regulation of many industries and workplaces, embracing a new role for government in American lives.
- Limited resources and unlimited wants require choices by individuals, groups, and nations.

### Essential Questions

- What is the appropriate role of government in solving a national crisis?
- How effective were the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression for all Americans?
- Why was there both liberal and conservative criticism to the New Deal?
- To what extent did New Deal reforms transform the role of government and to what extent did they merely build upon earlier foundations?
- How did Americans respond to the changes stimulated by New Deal legislation and policies?
- What is the enduring legacy of the New Deal in today’s world?

### Content

#### Skills

- Explain FDR’s approach to bringing economic relief to America.
- Identify and evaluate the ways in which FDR pressed Constitutional and legal principles in addressing America’s economic troubles.
- Analyze whether FDR achieved the goals he laid out in the 1st inaugural speech.
- Compare and contrast the different approaches to resolving the Great depression.
- Analyze the purpose and effectiveness of specific piece of New Deal legislation and New Deal agencies.
- Analyze the New Deal’s impact on specific groups of people (women, blacks, Native Americans, Mexican Americans, laborers).
- Analyze the New Deal’s impact on various age groups.
- Prove the long term impact of the New Deal.
- Synthesize primary sources to draw conclusions about a time period.

#### Concepts:

- First 100 Days
- Collective Bargaining
- Court-packing
- Deficit Spending
- Fireside Chats
- Nationalization
- New Deal
- New Deal Coalition
- Poll Tax

#### Events:

- New Deal
- Election of 1936
- Second New Deal

#### People

- John Collier
- Mary McLeod Bethune
- Father Charles Coughlin
- Alfred Landon
- Dorothea Lange
- Joe Louis
- Huey Long
- Frances Perkins
- Eleanor Roosevelt
● Franklin D. Roosevelt
● Dr. Francis Townsend

Sources:
● Agricultural Adjustment Act (AAA)
● Civilian Conservation Corps (CCC)
● Fair Labor Standards Act
● Federal Deposit Insurance Corporation (FDIC)
● Federal Housing Administration (FHA)
● Federal Securities Act
● Glass-Steagall Act
● National Industrial Recovery Act (NIRA)
● National Labor Relations Board (NLRB)
● Securities and Exchange Commission (SEC)
● Social Security Act
● Tennessee Valley Authority (TVA)
● Wagner Act
● Works Progress Administration (WPA)

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<td>4/Road to WWII - Democracy is Threatened Abroad</td>
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**Stage 1 - Identify Desired Results**

**Standards**

**5.1.9.B.** Analyze the major arguments advanced for different systems of government.

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

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

**8.3.U.C.** Evaluate how continuity and change have impacted the United States.

**8.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

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

**8.4.W.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

**8.4.W.C.** Evaluate how continuity and change have impacted the world today.

**8.4.W.D.** Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

**CC.8.5.9-10.A.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such
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### Big Ideas

- Weaknesses in post-WWI policies set the stage for another global conflict.
- The rise of totalitarian regimes after WWI
- Americans were divided between serving as a global leader and embracing isolationism after WWI.
- Citizens resist change when national security is vulnerable, leading to FDR's election of a 3rd term, breaking an unwritten presidential term limit.
- Under Hitler's leadership, Germany staged a remarkable recovery and incredible influence on European affairs.

### Essential Questions

- Is appeasement an effective solution to conflict?
- What factors can lead to the demise of democratic nations and the re-emergence of totalitarian regimes?
- Can democracies peacefully co-exist with other forms of government in a global community?
- How does geography impact a nation’s neutrality?
- Is neutrality an effective approach to global conflict?
- Can a nation supply warring nations, but remain neutral?

### Content

#### Concepts:
- Appeasement
- Blitzkrieg
- Capitalism
- Communism
- Collectivization
- Fascism
- Nazism
- Totalitarianism

#### Events:
- Spanish Civil War
- Japan invasion of Manchuria
- Japan leaves League of Nations Nazi invasion of
### Stage 1 - Identify Desired Results

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### Unit #/Title

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<tr>
<td>● Nazi invasion of Czechoslovakia</td>
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<td>● Nazi invasion of Poland</td>
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<tr>
<td>● Soviet Union invades Finland</td>
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<td>● Nazi invasion of Belgium, Denmark, Norway, Netherlands, Luxembourg</td>
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<td>● Fall of Paris</td>
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<td>● Nazi invasion of USSR</td>
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<td>● Election of 1940</td>
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<td>● Pearl Harbor</td>
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<tr>
<td>● US declaration of war on Japan</td>
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</table>

### People:

- Adolf Hitler
- Allies
- Axis Powers
- Neville Chamberlain
- Benito Mussolini
- Josef Stalin
- FDR
- Winston Churchill
- Hideki Tojo
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

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8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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**Big Ideas**

- A combination of historical, social, religious, political, and economic factors resulted in the Holocaust
- While the Nazis focused on the elimination of Jews, there were several other targeted groups who suffered incredible losses.
- Anti-semitism was not a policy embraced by only the Nazis; rather, Anti-semitism was prevalent for centuries throughout the world.
- Silence and indifference to the wrongful treatment and suffering of others (within and outside of the United States) can perpetuate the devaluation of Democratic ideals.
- There genocides are not accidental, rather there are

**Essential Questions**

- Why have Jews been subjected to widespread persecution for centuries?
- How do stereotypes lead to prejudice?
- What does it mean to be Jewish?
- Could the Holocaust have been prevented by domestic or international intervention?
- How do societies determine insider/outsider status?
- Why do some obey authority, while others resist?
- Does America’s status in the global community result in a responsibility to seek justice for the oppressed?
- Was justice provided to the various victims of the Holocaust?
- How does genocide impact humankind, not just the
common events and ideologies that precede genocide, permitting prevention of mass murders.

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills</th>
</tr>
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</table>
| Concepts:  
- Anti-Semitism  
- Aryan  
- Auschwitz  
- Chuppah  
- Concentration Camp  
- Eugenics  
- Final Solution  
- Genocide  
- Ghettos  
- Israel  
- Kosher Laws  
- Monotheistic  
- Orthodox v. Reformed  
- Propaganda  
- Shofar  
- Synagogue  
- T4  
- Zionism  
| Explain the basic tenets of Judaism  
- Explain key traditions of Judaism and their significance.  
- Identify the different victims of the Holocaust and why they were targeted by Hitler.  
- Analyze why eugenics had widespread acceptance globally at this time.  
- Explain the role of science and medicine in the Holocaust.  
- Explain the Nazi process of persecution and how victims’ daily lives were impacted.  
- Explain how propaganda was used by both Germany and the Allies during WWII.  
- Explain how Jews were later compensated and evaluate the continued struggles in providing justice for Jews.  
- Interpretation of primary sources from other nations and cultures.  
- Synthesis of primary and secondary sources to answer a compelling historical question.  |
| Events:  
- Bar Mitzvah  
- Berlin Olympics of 1936  
- The Bermuda Conference (1943)  
- Bris  
- Kristallnacht  
- Liberation  
- Nuremberg Trials  
- Passover  
- Rosh Hashanah  
- Sabbath  
- Seder  
- Shiva  
- Voyage of St. Louis  
- Yom Kippur  |
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<td>● Joseph Goebbels</td>
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Stage 1 - Identify Desired Results

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<td>● Conflicts escalating to war alter a society.</td>
<td>● Was America’s entry in WWII inevitable?</td>
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<td>● Societies make positive and negative decisions amidst war, with short and long term consequences that do not necessarily impact all citizens equally.</td>
<td>● What are the criteria for a “just” war?</td>
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<tr>
<td>● The Allied victory in World War II led to the emergence of the U.S. as a global superpower.</td>
<td>● Was WWII responsible for reversing America’s economic troubles of the 1930s?</td>
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<td>● WWII offered new opportunities for some minority groups, while leading to increased discrimination against other minority groups.</td>
<td>● Why were the Allies victorious in WWII?</td>
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<td>● WWII continued to increase the size and scope of the federal government after the New Deal.</td>
<td>● Is it ever justified to use weapons of mass destruction? If so, was America justified in its use of the atomic bomb?</td>
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<td>● Military technological advancements brought significant for both the military and civilians.</td>
<td>● How did WWII impact the lives of civilians?</td>
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<td>● All Americans made significant sacrifices during WWII. Mobilization impacted all.</td>
<td>● How does war create opportunity?</td>
</tr>
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<td></td>
<td>● How are freedoms and democratic ideals challenged during national crisis?</td>
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<td>● What is the status and role of the Constitution during war?</td>
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CONCEPTS:
- Blitzkrieg
- Enola Gay
- "Fat Man"
- Japanese internment camps
- Kamikaze fighting
- Liberty Bonds
- Liberty ships
- "Little Boy"
- Manhattan Project
- Rationing

EVENTS:
- Battle of the Atlantic
- Battle of Midway
- Battle of Stalingrad
- Operation Torch
- Battle of the Bulge
- D-Day
- Death of Roosevelt
- Battle of Berlin/German Surrender
- Hiroshima
- Iwo Jima
- Nagasaki
- V-E Day
- V-J Day
- Potsdam Conference
- Yalta Conference
- Zoot suit riots

PEOPLE/ORGANIZATIONS:
- AEF
- A. Philip Randolph
- CORE
- Douglas MacArther
- Dwight D. Eisenhower
- Albert Einstein
- Harry S. Truman
- JACL
- J. Robert Oppenheimer
- James Farmer
- National War Labor Board
- Nisei
- Office of Price Administration
- Office of Scientific Research & Development
- Selective Service
- WAAC
- War Production Board

- Analyze how American industry (business & manufacturing) mobilized for the war effort and contributed to the ultimate outcome through statistical analysis
- Analyze the impact WWII have on the U.S. economy (micro and macro analysis)
- Identify the major battles and how each influenced the overall war
- Analyze the practicality and constitutionality of FDR’s Executive Order establishing Japanese internment camps through primary and secondary source interpretation
- Explain the social impact of WWII, particularly on minorities.
- Outline the arguments for and against dropping the atomic bomb.
- Analyze WWII’s impact on civil liberties and constitutional principles and explain whether war is an extraordinary circumstance justifying a different interpretation or application of constitutional principles.
SOURCES

- GI Bill of Rights
- Executive Order 9066
- Korematsu v. US
## Unit #/Title
7/Cold War

| Time Frame | 3 weeks |

### Stage 1 - Identify Desired Results

#### Standards

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<td>Who is responsible for the start of the Cold War?</td>
</tr>
<tr>
<td>After WWII, America focused on halting the growth of Communism, both from a military and ideological perspective.</td>
<td>Is an ideological conflict as dangerous as a physical conflict?</td>
</tr>
<tr>
<td>America's Cold War policies led to continued public debates over the power of the federal government, appropriate means to reach international and domestic goals, and the delicate balance between civil liberties and national security.</td>
<td>How did the Cold War shape America's political, economic, and social choices after WWII?</td>
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<tr>
<td></td>
<td>Was American fear of internal subversive activity after WWII justified?</td>
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<td></td>
<td>Was containment effective at thwarting Communism?</td>
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<td>• Explain the origins of the Cold War?</td>
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<td>• 38th parallel</td>
<td>• Explain the U.S. rationale for the postwar policy of containment, focusing on strengths and weaknesses of this approach.</td>
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<tr>
<td>• Black List</td>
<td>• Explain the causes of and impact of the Korean War.</td>
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<tr>
<td>• Brinkmanship</td>
<td>• Analyze the effectiveness of Truman's policies and whether the nation supported his ideas and proposed policies.</td>
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<tr>
<td>• Containment</td>
<td>• Synthesize a variety of primary and secondary sources to draw a historical conclusion.</td>
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<td>• H-bomb</td>
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PEOPLE/ORGANIZATIONS

- CIA
- John Foster Dulles
- Dwight D. Eisenhower
- Alger Hiss
- Hollywood 10
- HUAC
- Chiang Kai-shek
- Nikita Khrushchev
- Loyalty Review Board
- Joseph McCarthy
- Richard Nixon
- Ethel & Julius Rosenberg
- Harry Truman
- United Nations
- Mao Zedong

SOURCES

- Eisenhower Doctrine
- Truman Doctrine
- Warsaw Pact
<table>
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<tr>
<th>Unit #/Title</th>
<th>8/Post WWII Boom</th>
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| • After WWII, Americans yearned for the American Dream. Unfortunately, many groups of Americans were excluded from the American Dream for a variety of reasons.  
• Decisions to expand America through the Federal Highway System have had far-reaching political, economic, and social ramifications that continue to influence our modern world.  
• While characterized by overall conformity, signs of rebellion emerge in the 1950s. | • Is the perception of the 1950s as an ideal decade of peace, progress and prosperity accurate?  
• How did conformity impact American choices during the 1950’s?  
• How did Eisenhower’s Federal-Aid Highway Act (1956) impact America politically, economically, socially, and environmentally?  
• How has Eisenhower’s theory about the Military-Industrial Complex (1961) shaped American military policy?  
• What is the relationship between popular culture and social attitudes? |

<table>
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<tr>
<th>Content</th>
<th>Skills</th>
</tr>
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| **CONCEPTS**  
• American Express  
• Baby Boom  
• Beat Movement  
• Consumerism  
• Conformity  
• Conglomerates  
• Diner’s Club Card  
• Fair Deal  
• Interstate Highway System  
• Levittown  
• McDonalds  
• Organization Man  
• Planned Obsolescence  
• Rock n’ Roll  
• Suburbs  
• Termination Policy  
• Urban renewal  
• White Flight | **Events**  
• Election of 1948  
• Election of 1952  
• Quiz Show Scandal |

**Skills**  
• Explain the key elements of Truman’s Fair Deal and analyze which elements were successful.  
• Identify the domestic problems did America face after WWII.  
• Analyze television footage and the economic, political and social impact of television.  
• Explain how women’s roles changed in the 1950s.  
• Analyze how advertising changed and impacted the 1950s consumerism?  
• Analyze how the 1950s characterized by conformity.  
• Describe the economic situation for Americans across the classes in the 1950s.  
• Explain franchises, conglomerates, and the expansion of corporate America.
- Braceros
- Dixiecrat
- Dwight D. Eisenhower
- FCC
- Franchises
- Richard Nixon
- Longoria Incident
- Elvis Presley
- Jackie Robinson
- Dr. Jonas Salk
- Dr. Benjamin Spock
- Harry S. Truman
- Strom Thurmond

<table>
<thead>
<tr>
<th>Unit #/Title</th>
<th>9/A New Frontier &amp; Promise for a Great Society</th>
<th>Time Frame</th>
<th>3 weeks</th>
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</table>

**Stage 1 - Identify Desired Results**

**Standards**

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<td>While America took a significant step towards facilitating racial equality with Constitutional changes after the Civil War, it was difficult to overcome longstanding discriminatory practices, especially in certain regions.</td>
<td>What circumstances led to the modern Civil Rights Movement?</td>
</tr>
<tr>
<td>After World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination; however, African Americans did not agree on the most effective way to achieve racial equality.</td>
<td>What are the most effective methods for social change?</td>
</tr>
<tr>
<td>The successes of the Civil Rights movement encouraged other social justice movements in America and defined a generation.</td>
<td>What personal risks are involved with participating in social justice movements?</td>
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<td></td>
<td>What forces were supporting racial oppression?</td>
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<td></td>
<td>What impact did the Civil Rights Movement have on America?</td>
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<td></td>
<td>What work remains for America to achieve racial equality?</td>
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<td></td>
<td>Is affirmative action an effective solution to resolve past racial injustice?</td>
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</tbody>
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<tr>
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<th>Skills</th>
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<tbody>
<tr>
<td>CONCEPT</td>
<td>Understand the chronological sequence of the Civil Rights Movement.</td>
</tr>
<tr>
<td>● Black power</td>
<td>Compare &amp; contrast the different approaches and goals of the Civil Rights Movement</td>
</tr>
<tr>
<td>● De facto segregation</td>
<td>Analyze key primary sources and the societal and institutional responses to these primary sources.</td>
</tr>
<tr>
<td>● De jure segregation</td>
<td>Analyze potential solutions to create equal opportunities for blacks.</td>
</tr>
<tr>
<td>EVENT</td>
<td>Analyze potential solutions to compensate blacks for past wrongs, including slavery.</td>
</tr>
<tr>
<td>● Freedom Summer</td>
<td>Compare the Civil Rights Movement of the 1950s and 1960s to today to assess progress in race relations.</td>
</tr>
<tr>
<td>● MLK's Assassination</td>
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<td>● MLK's Letter from a Birmingham Jail</td>
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<td>● Montgomery Bus Boycott</td>
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<td>● March on Washington</td>
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<td>● Plessy v. Ferguson</td>
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<td>● Selma Campaign</td>
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<td>● Sit-in</td>
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<td>● Watts Riots</td>
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<tr>
<td>PEOPLE/ORGANIZATIONS</td>
<td></td>
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<tr>
<td>● Black Panthers</td>
<td></td>
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<tr>
<td>● Emmett Till</td>
<td></td>
</tr>
<tr>
<td>● Freedom Riders</td>
<td></td>
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<tr>
<td>● George Wallace</td>
<td></td>
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<tr>
<td>● James Earl Ray</td>
<td></td>
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<td>● James Meredith</td>
<td></td>
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<td>● Kerner Commission</td>
<td></td>
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<tr>
<td>● Little Rock Nine</td>
<td></td>
</tr>
<tr>
<td>● Malcom X</td>
<td></td>
</tr>
</tbody>
</table>
| Source | 14th Amendment  
 24th Amendment  
 Black Panther 10 Point Program  
 Brown v. Board of Education of Topeka  
 Civil Rights Act of 1875  
 Civil Rights Act of 1964  
 Civil Rights Act of 1968  
 Voting Rights Act of 1965 |

**Unit #/Title**  | 11/Vietnam  
 | Time Frame  | 2 weeks |

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| - The Vietnam War ignited sizable, passionate, and sometimes violent antiwar protests that increased as the war escalated and divided a national along generational lines.  
- The Vietnam War permanently changed the relationship between government, the public, and the media. | - What power should a President have regarding declarations of war and war decisions?  
- How did America’s participation in the Vietnam War influence its overall foreign policy?  
- Was the Vietnam War a just war?  
- How do you define “victory” in the Vietnam War?  
- How did the Vietnam War shape a generation?  
- How does the media influence public opinion?  
- How did America’s involvement in Vietnam impact its global relationships?  
- What impact did dissent at home have on the outcome of Vietnam?  
- What is the enduring legacy of the Vietnam War? |
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<tr>
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| **CONCEPT**  
- Agent Orange  
- Draft  
- Domino Theory  
- PTSD  
- Vietnamization |  
- Explain how colonialism and militarism led to issues in Vietnam.  
- Compare and contrast the foreign policy approaches of the presidential administrations addressing the Vietnam quagmire.  
- What impact did Vietnam have on the soldiers who returned?  
- What role did the media play in the public and government’s response to the Vietnam War?  
- What is the legacy of the Vietnam War (costs and consequences)? |
| **PEOPLE/ORGANIZATIONS**  
- Ngo Dinh Deim  
- Doves  
- Hawks  
- Lyndon B. Johnson  
- Henry Kissinger  
- Walter Kronkite  
- Ho Chi Minh  
- Richard Nixon  
- Viet Cong | |
| **EVENTS**  
- Election of 1968  
- Kent State Incident  
- My Lai Massacre  
- Tonkin Gulf Resolution  
- Tet Offensive | |
| **SOURCES**  
- Pentagon Papers  
- Tonkin Gulf Resolution  
- War Powers Act | |

**Unit #/Title**  
12/Social Activism  
**Time Frame**  
1 week

### Stage 1 - Identify Desired Results

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Youth who participated in the 1960s counterculture rejected the social, economic, and political values of their parents’ generation, initiated a sexual revolution, and introduced greater informality and secularism into U.S. culture. The structure of the traditional American family was experiencing significant changes as more women entered the workforce and sought higher education.

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<td>• Synthesize text and visual primary and secondary sources to create an exhibit that will present the essentials of a modern activist movement.</td>
</tr>
<tr>
<td>• Cesar Chavez</td>
<td>• Compare and contrast the activist movements to understand the interplay in goals and approaches.</td>
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<tr>
<td>• Grape Boycott</td>
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<td><strong>Native Americans</strong></td>
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<td>• Declaration of Indian Purpose</td>
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<tr>
<td>• American Indian Movement</td>
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<tr>
<td><strong>Women</strong></td>
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<tr>
<td>• Betty Friedan</td>
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<td>• Gloria Steinem</td>
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<td>• Ms. Magazine</td>
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<td>• NOW</td>
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<td>• ERA</td>
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<td>• Roe v. Wade</td>
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<td><strong>Environment</strong></td>
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<td>• Rachel Carson</td>
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<td>• EPA</td>
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<td>• Earth Day</td>
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<td>• Three Mile Island</td>
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<tr>
<td><strong>Counterculture</strong></td>
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<td>• Haight-Asbury</td>
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<td>• Hippies</td>
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<td><strong>Gay Rights</strong></td>
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<td>• Decriminalization</td>
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<td>• Kinsey Report</td>
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<td>• Harvey Milk</td>
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<td>• Stonewall Riots</td>
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