



Kutztown Area School District Curriculum (Unit Map)

Grade 10 Social Studies/U.S. History in a Global Context

Written by Amy Howard, July, 2016

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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Unit #/Title	1/The Roaring Life of the 1920s	Time Frame	3 weeks
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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- 8.2.U.B.** Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.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- 8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the U.S.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- 8.4.W.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 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.
- CC.8.5.9-10.D.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.I.** Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.A.** Write arguments focused on discipline-specific content.
- CC.8.6.9-10.B.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.9-10.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.9-10.D.** 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.
- CC.8.6.9-10.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.F.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on

the subject, demonstrating understanding of the subject under investigation.

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • The Treaty of Versailles’ terms had global political, economic, and social implications. • Demographic transitions and new migration patterns influenced politics, economies, and culture. • America’s perceived post-WWI prosperity led to the development of a new age of consumerism. • Affordable technological advances in transportation had political, economic, cultural, and environmental impact. • Communication and technological innovations contributed to the growth of mass culture, uniting the nation but also highlighting regional cultures. • The Russian Revolution sent widespread fear through Western nations that democracy was threatened. • America’s return to isolationism after WWI had global and domestic ramifications. • African Americans’ artistic contributions garnered widespread popularity, opening new opportunities for blacks in urban settings. • Below of the surface, the Roaring Twenties confronted cultural and political controversies related to gender roles, modernism, science, religion, and race. 	<ul style="list-style-type: none"> • Was the Treaty of Versailles effective at creating an enduring international peace after WWI? • What was the impact of America’s adoption of isolationist foreign policies? • Did the 19th Amendment and women’s suffrage radically impact women’s roles in the West? • Why did nativist views reemerge after WWI? • Was the Noble Experiment of Prohibition successful? • How did literature and music of reflect political, economic, and social realities? • Was the Jazz Age another Gilded Age?
Content	Skills
<p>Concepts:</p> <ul style="list-style-type: none"> • Anarchy • Bootlegging • Communism • Double Standard • Fundamentalism • Isolationism • Modernism • Nativism • Organized Crime • Reparations • Speakeasies • Urban Sprawl <p>Events:</p> <ul style="list-style-type: none"> • Harlem Renaissance 	<ul style="list-style-type: none"> • Explain America’s reaction to the perceived threat of Communism. • Analyze the reasons for the development of and the subsequent impact of the quota system. • Identify how isolationism impacted American workplaces. • Analyze how the Republican party’s dominance and platform influenced the economy. • Analyze how America’s post-WWI prosperity impacted daily lives, specifically households and workplaces. • Explain how America’s post-WWI prosperity impact international relationships. • Analyze whether the 19th Amendment and the suffrage movement lead to improved opportunities for women. • Analyze how the clash between modernity and fundamentalism and its impact on American traditions and values.

- Jazz Age
- Red Scare
- Scopes Trial
- Teapot Dome Scandal
- Washington Conference

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

- Develop an argument either supporting or refuting Prohibition
- Explain how film and radio expanded and influenced society.
- Interpret primary sources.
- Interpret secondary sources for bias and perspective.
- Compare and synthesize primary and secondary sources to draw historical conclusions.

Unit #/Title	2/Republican Decline and the Great Depression	Time Frame	2 weeks
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Stage 1 - Identify Desired Results

Standards

6.1.W.A. Analyze how choices are made because of scarcity.

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.

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.

CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D. 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.

CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	Skills
<p>Concepts:</p> <ul style="list-style-type: none"> • “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 <p>Events:</p> <ul style="list-style-type: none"> • Bank Holiday • Black Tuesday • Dust Bowl 	<ul style="list-style-type: none"> • 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

Unit #/Title	3/FDR Offers America a New Deal	Time Frame	3 weeks
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Stage 1 - Identify Desired Results

Standards

6.1.W.A. Analyze how choices are made because of scarcity.

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.

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.

CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D. 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.

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>Concepts:</p> <ul style="list-style-type: none"> • First 100 Days • Collective Bargaining • Court-packing • Deficit Spending • Fireside Chats • Nationalization • New Deal • New Deal Coalition • Poll Tax <p>Events:</p> <ul style="list-style-type: none"> • New Deal • Election of 1936 • Second New Deal <p>People</p> <ul style="list-style-type: none"> • John Collier • Mary McLeod Bethune • Father Charles Coughlin • Alfred Landon • Dorothea Lange • Joe Louis • Huey Long • Frances Perkins • Eleanor Roosevelt 	<ul style="list-style-type: none"> • 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.

- 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)

Unit #/Title	4/Road to WWII - Democracy is Threatened Abroad	Time Frame	2 weeks
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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

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.

CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D. 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.

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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	Skills
<p>Concepts:</p> <ul style="list-style-type: none"> ● Appeasement ● Blitzkrieg ● Capitalism ● Communism ● Collectivization ● Fascism ● Nazism ● Totalitarianism <p>Events:</p> <ul style="list-style-type: none"> ● Spanish Civil War ● Japan invasion of Manchuria ● Japan leaves League of Nations Nazi invasion of 	<ul style="list-style-type: none"> ● Identify the sequence of events that led to the outbreak of WWII and America’s entry into the conflict. ● Compare and contrast totalitarian regimes to identify commonalities. ● Analyze how nations’ fundamental philosophical and value differences led to global conflict. ● Analyze whether the Allied Powers appropriately handled dictators and minimized the chance for global conflict. ● Explain why Hitler was effective at revitalizing Germany. ● Analyze the effectiveness of Hitler’s military objectives. ● Analyze whether America’s involvement and proclaimed neutrality helped their Allies. ● Interpret the impact of geography on economic and political issues.

<ul style="list-style-type: none"> Austria • Nazi invasion of Czechoslovakia • Nazi invasion of Poland • Soviet Union invades Finland • Nazi invasion of Belgium, Denmark, Norway, Netherlands, Luxembourg • Fall of Paris • Battle of Britain • Nazi invasion of USSR • Election of 1940 • Pearl Harbor • US declaration of war on Japan <p>People:</p> <ul style="list-style-type: none"> • Adolf Hitler • Allies • Axis Powers • Neville Chamberlain • Benito Mussolini • Josef Stalin • FDR • Winston Churchill • Hideki Tojo 	
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Unit #/Title	5/Judaism & The Holocaust	Time Frame	2 weeks
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Stage 1 - Identify Desired Results
Standards
<p>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.</p> <p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>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.</p> <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p>

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.

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.

CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D. 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.

CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

<p>common events and ideologies that precede genocide, permitting prevention of mass murders.</p>	<p>targeted group?</p> <ul style="list-style-type: none"> • How do we avoid genocide? • Why does the Holocaust remain relevant today?
<p>Content</p>	<p>Skills</p>
<p>Concepts:</p> <ul style="list-style-type: none"> • Anti-Semitism • Aryan • Auschwitz • Chuppah • Concentration Camp • Eugenics • Final Solution • Genocide • Ghettos • Israel • Kosher Laws • Monotheistic • Orthodox v. Reformed • Propaganda • Shofar • Synagogue • T4 • Zionism <p>Events:</p> <ul style="list-style-type: none"> • Bar Mitzvah • Berlin Olympics of 1936 • The Bermuda Conference (1943) • Bris • Kristallnacht • Liberation • Nuremberg Trials • Passover • Rosh Hashanah • Sabbath • Seder • Shiva • Voyage of <i>St. Louis</i> • Yom Kippur 	<ul style="list-style-type: none"> • 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.

People:

- Adolf Eichmann
- Adolf Hitler
- Severin Fayerman
- Joseph Goebbels
- Dr. Josef Mengele
- Mohel
- Rabbi
- Refugee

Sources:

- Genocide Convention of 1948
- Nuremberg Laws
- Torah

Unit #/Title	6/WWII	Time Frame	3 weeks
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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.
- 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.
- CC.8.5.9-10.D.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
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- CC.8.6.9-10.A.** Write arguments focused on discipline-specific content.
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- CC.8.6.9-10.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.F.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources

on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none">• Conflicts escalating to war alter a society.• Societies make positive and negative decisions amidst war, with short and long term consequences that do not necessarily impact all citizens equally.• The Allied victory in World War II led to the emergence of the U.S. as a global superpower.• WWII offered new opportunities for some minority groups, while leading to increased discrimination against other minority groups.• WWII continued to increase the size and scope of the federal government after the New Deal.• Military technological advancements brought significant for both the military and civilians.• All Americans made significant sacrifices during WWII. Mobilization impacted all.	<ul style="list-style-type: none">• Was America’s entry in WWII inevitable?• What are the criteria for a “just” war?• Was WWII responsible for reversing America’s economic troubles of the 1930s?• Why were the Allies victorious in WWII?• Is it ever justified to use weapons of mass destruction? If so, was America justified in its use of the atomic bomb?• How did WWII impact the lives of civilians?• How does war create opportunity?• How are freedoms and democratic ideals challenged during national crisis?• What is the status and role of the Constitution during war?
Content	Skills

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 MacArthur
- Dwight D. Eisenhower
- Albert Einstein
- Harry S. Truman
- JAAC
- 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
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Stage 1 - Identify Desired Results

Standards

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searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • After WWII, the United States emerged as a global leader in an uncertain and unstable political and economic environment. This new role had profound effects on domestic and international policies. • After WWII, America focused on halting the growth of Communism, both from a military and ideological perspective. • 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. 	<ul style="list-style-type: none"> • Who is responsible for the start of the Cold War? • Is an ideological conflict as dangerous as a physical conflict? • How did the Cold War shape America’s political, economic, and social choices after WWII? • Was American fear of internal subversive activity after WWII justified? • Was containment effective at thwarting Communism?
Content	Skills
<p>CONCEPTS</p> <ul style="list-style-type: none"> • 38th parallel • Black List • Brinkmanship • Containment • H-bomb • Iron Curtain • Marshall Plan • McCarran Act • NATO • Normalcy • Satellite nations • Space Race <p>EVENTS</p> <ul style="list-style-type: none"> • Berlin Airlift • Cold War • Election of 1948 • Election of 1952 • Korean War • Operation Little Vittles • Potsdam Conference • Suez War • U-2 Incident 	<ul style="list-style-type: none"> • Explain the origins of the Cold War? • Explain the U.S. rationale for the postwar policy of containment, focusing on strengths and weaknesses of this approach. • Explain the causes of and impact of the Korean War. • Analyze the effectiveness of Truman’s policies and whether the nation supported his ideas and proposed policies. • Synthesize a variety of primary and secondary sources to draw a historical conclusion.

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

Unit #/Title	8/Post WWII Boom	Time Frame	2-3 weeks
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Stage 1 - Identify Desired Results

Standards

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- 8.1.U.C.** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
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- 8.3.U.B.** Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
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- CC.8.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.9-10.I.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 relationships between popular culture and social attitudes?
Content	Skills
<p>CONCEPTS</p> <ul style="list-style-type: none"> ● 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 <p>EVENTS</p> <ul style="list-style-type: none"> ● Election of 1948 ● Election of 1952 ● Quiz Show Scandal <p>PEOPLE/ORGANIZATIONS</p>	<ul style="list-style-type: none"> ● 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

Unit #/Title	9/A New Frontier & Promise for a Great Society	Time Frame	3 weeks
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Stage 1 - Identify Desired Results

Standards

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- 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.

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.

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CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

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Big Ideas	Essential Questions
<ul style="list-style-type: none">• Liberalism and the idea that government has a key role in achieving domestic social priorities reached its height in the mid-1960s, generating a variety of political and social responses.• The challenge to balance the cost of domestic agendas with the cost of the Cold War led to difficult policy and funding decisions that had far-reaching ramifications.	<ul style="list-style-type: none">• Is the image of JFK supported by the reality?• What is the appropriate balance between secrecy and the public's right to know in implementation of foreign policy?• Was American leadership justified in its involvement in Vietnam?• Did Johnson succeed in creating a Great Society?• What is the legacy of the Great Society?• How is 1968 a turning point in American history?• How did the Warren Court impact civil liberties in America?
Content	Skills

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Unit #/Title	10/Civil Rights Movement	Time Frame	2-3 weeks
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Stage 1 - Identify Desired Results

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single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • 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. • 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. • The successes of the Civil Rights movement encouraged other social justice movements in America and defined a generation. 	<ul style="list-style-type: none"> • What circumstances led to the modern Civil Rights Movement? • What are the most effective methods for social change? • What personal risks are involved with participating in social justice movements? • What forces were supporting racial oppression? • What impact did the Civil Rights Movement have on America? • What work remains for America to achieve racial equality? • Is affirmative action an effective solution to resolve past racial injustice?
Content	Skills
<p>CONCEPT</p> <ul style="list-style-type: none"> • Black power • De facto segregation • De jure segregation <p>EVENT</p> <ul style="list-style-type: none"> • Freedom Summer • MLK's Assassination • MLK's Letter from a Birmingham Jail • Montgomery Bus Boycott • March on Washington • Plessy v. Ferguson • Selma Campaign • Sit-in • Watts Riots <p>PEOPLE/ORGANIZATIONS</p> <ul style="list-style-type: none"> • Black Panthers • Emmett Till • Freedom Riders • George Wallace • James Earl Ray • James Meredith • Kerner Commission • Little Rock Nine • Malcom X 	<ul style="list-style-type: none"> • Understand the chronological sequence of the Civil Rights Movement. • Compare & contrast the different approaches and goals of the Civil Rights Movement • Analyze key primary sources and the societal and institutional responses to these primary sources. • Analyze potential solutions to create equal opportunities for blacks. • Analyze potential solutions to compensate blacks for past wrongs, including slavery. • Compare the Civil Rights Movement of the 1950s and 1960s to today to assess progress in race relations.

- March on Washington
- Martin Luther King Nation of Islam
- Mississippi Freedom Democratic Party
- NAACP
- Rosa Parks
- SCLC – Southern Christian Leadership Conference
- Stokely Carmichael
- Student Non-Violent Coordinating Comm. (SNCC)
- Thurgood Marshall

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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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.
- 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.
- CC.8.5.9-10.D.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.I.** Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.A.** Write arguments focused on discipline-specific content.
- CC.8.6.9-10.B.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CC.8.6.9-10.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.9-10.D.** 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.
- CC.8.6.9-10.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.F.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.9-10.G.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.8.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.9-10.I.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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?

Content	Skills
<p>CONCEPT</p> <ul style="list-style-type: none"> • Agent Orange • Draft • Domino Theory • PTSD • Vietnamization <p>PEOPLE/ORGANIZATIONS</p> <ul style="list-style-type: none"> • Ngo Dinh Deim • Doves • Hawks • Lyndon B. Johnson • Henry Kissinger • Walter Kronkite • Ho Chi Minh • Richard Nixon • Viet Cong <p>EVENTS</p> <ul style="list-style-type: none"> • Election of 1968 • Kent State Incident • My Lai Massacre • Tonkin Gulf Resolution • Tet Offensive <p>SOURCES</p> <ul style="list-style-type: none"> • Pentagon Papers • Tonkin Gulf Resolution • War Powers Act 	<ul style="list-style-type: none"> • 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)?

Unit #/Title	12/Social Activism	Time Frame	1 week
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Stage 1 - Identify Desired Results
Standards

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- 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.
- 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.
- CC.8.5.9-10.D.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
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- CC.8.5.9-10.F.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.I.** Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.B.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CC.8.6.9-10.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.9-10.D.** 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.
- CC.8.6.9-10.F.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.9-10.G.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.8.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.9-10.I.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

Essential Questions

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> What impact does rebellion have on society? How did the Civil Rights Movement spark a widespread generational interest in social justice for other minority groups? Did the Women's Movement achieve equality for women in the United States? What sparked public concern about the state of the environment and how did this impact public policy? What was the long-term impact of the counterculture? How can music be used to effectuate social and political change?
Content	Skills
<p>Latinos</p> <ul style="list-style-type: none"> Cesar Chavez Grape Boycott <p>Native Americans</p> <ul style="list-style-type: none"> Declaration of Indian Purpose American Indian Movement <p>Women</p> <ul style="list-style-type: none"> Betty Friedan Gloria Steinem Ms. Magazine NOW ERA Roe v. Wade <p>Environment</p> <ul style="list-style-type: none"> Rachel Carson EPA Earth Day Three Mile Island <p>Counterculture</p> <ul style="list-style-type: none"> Haight-Asbury Hippies <p>Gay Rights</p> <ul style="list-style-type: none"> Decriminalization Kinsey Report Harvey Milk Stonewall Riots 	<ul style="list-style-type: none"> Synthesize text and visual primary and secondary sources to create an exhibit that will present the essentials of a modern activist movement. Compare and contrast the activist movements to understand the interplay in goals and approaches.