Grades 9-12 Social Studies / History
U.S. History

1. Historical Thinking

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

Summary

Through an emphasis on historical thinking students learn to collect, organize, interpret, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to current societal issues. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. Historical thinking engages students in the application of 21st century skills such ascreative and critical thinking, problem solving, decision making, technology integrationand collaboration.

Unit Goals

1. Understand how historical events provide opportunities to examine alternative courses of action.
2. Recognize the importance of examining the credibility of primary and secondary sources of information.
3. Understand that historians develop thesis and use evidence to support or refute positions.
4. Understand the relationship between historical events taking into consideration cause, effect, sequence and correlation.

Big Ideas

Thinking like a historian requires rethinking our view of the past, reflecting on the present, and envisioning the future.

Enduring Understandings

Students will understand that thinking like a historian requires one to

1. collect, organize, interpret, evaluate and synthesize information from multiple sources to draw logical conclusions.
2. communicate information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to current societal issues.
3. seek alternative explanations of historical events.
4. apply 21st century skills such ascreative and critical thinking, problem solving, decision making, technology integrationand collaboration.

Content

historical events

alternative courses of action

primary and secondary sources

reliability and credibility

theses

support or refute a position

cause/effect

sequence of events

correlation in historical events

causal relations

long and short-term consequences

Bloom's Taxonomy

21st century skills of creative and critical thinking, problem solving, decision making, technology integrationand collaboration

solve problems and answer questions by manipulating knowledge and create new products

use evidence to support arguments and propose alternative solutions

Skills

1. Analyze a historical decision and predict the possible consequences of alternative courses of action.
2. Explain how the history of the United States might be different if the participants in historical events had taken a different course of action.
3. Analyze and evaluate the reliability and credibility of primary and secondary sources related to the history content being studied.
4. Use data and evidence from primary and secondary sources to support or refute a thesis.
5. Obtain and evaluate information from public records and other resources related to a public policy issues.
6. Critique data and information to determine the adequacy of support for conclusions.
7. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.
8. Analyze an issue and make decisions based on the analysis.
9. Cite evidence of biases in historical sources and pieces of propaganda.
10. Analyze political cartoons, graphs, maps, charts, pieces of art, and other common historical sources.
11. Show understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.
12. Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
13. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.
14. Analyze a historical decision and predict the possible consequences of alternative courses of action.
15. Apply 21st century skills to analyze and critique multiple historical events.

Essential Questions

1. How do I evaluate information and other resources to gain knowledge and comprehension of material?
2. Why is it important to communicate information using appropriate social studies terminology in oral, written or multimedia form and apply what I have learned to current societal issues?
3. Why is it important for me to seek alternative explanations of historical events?
4. To what extent should I critique data and information to determine the adequacy of support for conclusions?
5. To what extent do research projects identify the various perspectives on an issue and explain a resolution of that issue?
6. In what ways can I apply 21st century skills such ascreative and critical thinking, problem solving, decision making, technology integrationand collaboration?

Stage 2: Assessment Evidence

Thinking like a historian...

Diagnostic: Graphic Organizer

Create a graphic organizer showing the relationship between and among the 'tools' and terms used by a historian when describing a historical event.

Exploring alternative courses of action...

Formative: Essay

Consider the following ~ What if: Napoleon had not been defeated at Waterloo; England and France refused Hitler's demands for the Sudetenland: Truman had not ordered atomic bombs dropped on Japan; South Africa had not instituted the policy of apartheid? Choose one of the above (or another of your choosing) and write a short statement on what might have happened if the 'what if' had happened.

Using Primary and Secondary Sources

Formative: Homework

Select a historical event within the time frame of our current classroom discussion. Locate two primary sources and two secondary sources addressing the event. Analyze and evaluate the sources. Compare and contrast them in terms of reliability and credibility.

Creating a 'decision tree'

Formative: Posters

Using a given decision point in history, students will create a 'decision tree' that analyzes the possible outcomes of alternative courses of action.

Historical Detective

Formative: Writing Assignment

Put a historical figure 'on trial' and build a case for or against him/her using historical evidence and values and norms of the period. Develop a thesis and use evidence to support or refute your position.

Why did this happen?

Formative: Performance

Select a historical event to study. Analyze cause and effect relationships, the sequence and correlation of events, and long- and short-term effects. Use Power Point, Prezi.com, or some other media for this task. Be prepared to share with the class.

Historical Thought

Summative: Essay

Using numerous artifacts or other primary sources related to a historical event, students are to select/organize the resources to interpret. They will develop a thesis to explain the relationship among the resources and use information to support the thesis.

Stage 3: Learning Plan

Learning Experiences

***Suggested Activities***

1. Provide students with a decision point in history and ask them to create a 'decision tree' that analyzes the possible outcomes of alternative courses of action.
2. Gather primary and secondary resources on a specific event to analyze the historical event and determine what might have happened if the participants had chosen alternative courses of action. For example, what if Truman had not ordered atomic bombs dropped on Japan? Have students use this information to reach a conclusion of what is the best course of action to solve an issue or problem.
3. When teaching about an event like the Berlin Airlift, provide students with alternative courses of action available to the decision makers. Pose the problem (i.e., the blockade of Berlin by the Soviet Union) before the students read about the airlift ordered by President Truman. Have students work in groups to select one course of action. Have the groups discuss the rationales behind their selected courses of action and speculate on the possible consequences/results before the actual course of action is revealed.
4. Have students put historical figures 'on trail' and build cases for or against them using historical evidence, values and norms of the period.
5. Examine a historical event focusing on
a. cause/effect relationship
b. sequence and correlation of events
c. long and short-term effects
Summarize the results of the examination in multi-media presentations.
6. With the characteristics of credibility in mind, have students create their own rubrics to evaluate the credibility of primary and secondary sources available on different historical topics.
7. Have students use several primary and secondary sources in the study of history and ask them to analyze the reliability and credibility of the source.
8. Have students develop theses for use in historical papers and debates that are supported with historical evidence and documentation.
9. Help students clarify the difference between cause and effect using the following activities.
a. Present students with several historical facts and/or events, then ask them to label causes and effects appropriately.
b. Use charts, especially flow charts, when clarifying cause and effect relationships.
c. Provide a list of historic events in a jumbled sequence, then ask students to explain why the sequence does not make sense.
10. Present students with a series of historical events. Ask them to determine which ones happened before a certain event and could serve as causes, and which ones came after the event and could be a consequence or effect. Follow-up discussions can focus on short-term vs. long-term causes and effects.
11. Display numerous artifacts or other primary sources related to a historical event. Give students the task of selecting/organizing a certain number of the resources to interpret. Have students develop a thesis to explain the relationship among the selected resources and use information to support the thesis. Examples of events: Japanese-American internment, immigration, civil rights.
12. Use graphic organizers to illustrate the technological changes brought to agrarian and urban life as a consequence of industrialization in the late nineteenth and early twentieth centuries.
13. Analyze the U.S. population data from 1877-1920 to create pie graphs or bar graphs to illustrate the country's shift from an agrarian to an urban population.

Resources

* Formal Writing in a Facing History Classroom (<http://www.facinghistory.org/resources/strategies/teaching-strategy-formal-writ>)

Technology Integration

PowerPoint

Internet Sources

Prezi.com

NBCLearn.com

Podcasting

IMovie

See Links

Resources

* 21st Century Skills Summit (<http://vimeo.com/6819923>)

Resources

***Suggested Resources***

See Links.

Resources

* Bloom's Taxonomy (<http://www.nwlink.com/~donclark/hrd/bloom.html>)

Grades 9-12 Social Studies / History
U.S. History

2. Enlightenment and American Founding Documents

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Solidarity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit provides a brief overview of major fundamental documents and ideals in the formation of the United States as a democratic republic. The focus will be on the Declaration of Independence, Articles of Confederation, the U.S. Constitution, and Bill of Rights in relation to the Enlightenment ideas on which they are based.

Unit Goals

1. Understand the connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.
2. Know how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
3. Understand connections among Enlightenment ideas and the American Revolution, Articles of Confederation, the U.S. Constitution and the Bill Of Rights.
4. Articulate basic principles of U.S. government.

Big Ideas

Enlightenment thoughtand theAmerican Revolution
E Pluribus Unum
We the People
I know my rights

Enduring Understandings

1. Enlightenment thought affected the course of the American decision to break away from England.
2. The Declaration of Independence idealizes the philosophy that was at the root of the American Democratic Republic.
3. The Articles of Confederation were too weak and were replaced with a federal constitution.
4. The Constitution lays out a framework for a federal democratic form of government based on a system of checks and balances.
5. Federal power versus States Rights.
6. The Bill of Rights spells out the rights of American citizens that the Federal government is charged with protecting.

Content

Enlightenment Political Thought
John Locke
Jean Jacque Rousseau
Voltaire
Thomas Hobbes
Montesquieu
The Declaration of Independence
Social Contract
Articles of Confederation
Constitutional Convention
compromise
three branches of government
Checks and balances
The Constitution of the United States
Bill of Rights
Amendment

Skills

1. Summarize the political theories of Voltaire, Rousseau, Locke, Hobbes, and Montesquieu.
2. Explain how the Declaration of Independence is an example ofthe contract theory of government and other Enlightenment political theories.
3. Analyze the Articles of Confederation and show why it was not a viable form of government, thus needed revision or replacement.
4. Critique the actions of the Constitutional Convention and evaluate why compromise was so important in the process of writing the Constitution.
5. Analyze and synthesize the Constitution and outline the structure of the three branches of the Federal government.
6. Evaluate the ability of the system of Checks and Balances written into the Constitution in keeping the balance of power between the Branches of Government.
7. Describe and illustrate the Bill of Rights and evaluate how the Constitution was amended to protect the rights of citizens.
8. Create a mock Constitution containing a structure of government and describing the rights of citizenship and how those rights will be protected.

Essential Questions

1. To what extent did Enlightenment thought affect the choices of the American Founding Fathers to break away from England and to form an independent nation?
2. How does the Declaration of Independence demonstrate the theories of the Enlightenment thinkers in its dealings with the Natural Rights of Man, Social Contract, and the Responsibility of the Ruling and the Rights of the Ruled?
3. Why were the Articles of Confederation ineffective in forming a basis of government for the new United States after the Revolutionary War?
4. To what extent does the Constitution lay out a Representative Democracy and maintain a balance of power between the branches, while at the same time maintaining majority rule and minority rights.
5. How is the Bill of Rights a product of compromise between the Federalists and Anti-Federalists?

Stage 2: Assessment Evidence

Diagnostic: Oral Assessment

Class discussion 1. Students will explain what they know about the Declaration of Independence. 2. Students will describe their knowledge of the branches of government as laid out in the constitution. 3. Students will list their fundamental civil rights to the best of their understanding.

Foundation of Declaration of Independence

Formative: Class Discussion

Students will be divided into small groups and given a summary of the important philosophies of the Enlightenment philosophers and the Declaration of Independence. Students will read the summaries and compare and contrast them with the Declaration of Independence. Using electronic media, each group will present their summaries to the class.

Pesenting

Formative: Technology Project

Students will create their own skit/song to explain one of the concepts from the Declaration of Independence, Constitution, or Bill of Rights.

Writing a Constitution

Formative: Project

As a class the students will write a class constitution, including a definition of the branches, separation of powers, checks and balances, and civil rights for the class.

Knowing Your Rights and Responsibilities

Summative: Project

Mock Constitution and Bill of Rights

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Students will be divided into small groups and given a summary of the important philosophies of the Enlightenment philosophers and the Declaration of Independence. Students will read the summaries and compare and contrast them with the Declaration of Independence. Using electronic media, each group will present their summaries to the class.
2. Students will view and discuss several Schoolhouse Rock clips about the Declaration of Independence and The Constitution. Students will create their own skit/song to explain one of the concepts from the Declaration of Independence, Constitution, or Bill of Rights.
3. Students will take part in a mock Constitutional Convention. As a class the students will write a class constitution, including a definition of the branches, separation of powers, checks and balances, and civil rights for the class. The Constitution will have to be approved by 3/4 of the class in order to be ratified.s

Technology Integration

United Streaming Video Service

Web browsing software

Interactive Whiteboard (SmartBoard or ActiveBoard)

Power Point

Podcasting

IMovie

Resources

***Suggested resources***

Encylopedia.com articles on Voltaire, Rousseau, Locke, Hobbes, and Montesquieu (http://encylopedia.com)

Schoolhouse Rock website (http://www.schoolhouserock.tv)

United Streaming (http://streaming.discoveryeducation.com/)

USHistory.org online Declaration of Independence (http://www.ushistory.org/Declaration/document/index.htm)

Cornell Law School Constitution on line (http://www.law.cornell.edu/constitution/constitution.overview.html)

Resources

* John Locke (<http://plato.stanford.edu/entries/locke/>)

Grades 9-12 Social Studies / History
U.S. History

3. Industrial and Urban America (1877-1920)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit explores the impact of industrialization on the United States during the late 19th and early 20th centuries. Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

Unit Goals

1. Understand how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
2. Understand how the rise of industrialization led to a rapidly expanding workforce and the rise of Labor organizations.
3. Recognize the impact of immigration, internal migration and urbanization in the transformation of American life.
4. Understand how, following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
5. Recognize that the Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

Big Ideas

Post Civil War period ignites industrialization

Political corruption gives birth to progressive reform

Big business transforms American economy

Coming to America

Enduring Understandings

1. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society and led to economic and social problems.
2. As industries grew workers began to organize into unions to protect their rights.
3. Living and working conditions for the poor and working class were cause for alarm, especially for children.
4. The West and South experienced economic and social change in the years after the Civil Warandinstitutionalize discrimination forNative Americans and African Americans violating the rights of individuals.
5. Populists and Progressives sought governmental solutions for the political corruption, business practices, and the social ills of the country.
6. As a means of responding to the economic and social needs of the time, efforts were made to expand the role of the federal government.

Content

Industrialization

Technology
Steel
Oil
Railroads
Consolidation and the Trust
John D. Rockefeller-Standard Oil
Cornelius Vanderbilt-Railroads
Andrew Carnegie-Carnegie Steel
Robber Baron vs. Industrial Statesmen
Urbanization
"New Immigrants"
Tenements
working class
"Organized labor"
Knights of Labor vs. American Federation of Labor
Strikes-Homestead and Pullman
Mining, Cattle, and Homesteaders
Reservation Policy and Indian Wars
Assimilation and the Dawes Act
"New South"
Jim Crow and *Plessy v. Feguson*
Booker T. Washington vs. W.E.B. DuBois and NAACP
Agrarian Revolt and Populism
Progressive Movement
Muckrakers
Theodore Roosevelt and the "Square Deal"
William Howard Taft
Woodrow Wilson and the "New Freedom"

Skills

1. Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
2. Identify and summarize the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.
3. Describe and illustrate how labor organizations grew due to the violence toward supporters of organized labor (e.g., the Great Railroad Strike, Hay Market Riot, Homestead Strike, the Pullman Strike).
4. Examine the living conditions of the working class and judge whether or not these conditions were necessary or ethical.
5. Identify and summarize the impact felt as a result of the mass immigration at the turn of the 20th century in terms of filling a demand for workers, diffusing new traits into the American culture and impacting the growth of cities.
6. Describe the cause/effect of the Great Migration in terms of transforming northern cities economically and culturally.
7. Cite evidence supporting this statement: Urbanization transformed the physical nature of cities.
8. Explain how the crowding of cities led to increased crime and the development of gangs.
9. Describe the cause/effect relationship between the improvements in transportation and the development of suburbs.
10. Analyze and evaluate how immigration, internal migration and urbanization transformed American life.
11. Explain how the demand for resources and land in the West changed the life of the American Indians, who through a series of treaties and government actions continued to be displaced from their ancestral lands.
12. Analyze and synthesize the post-Reconstruction political and social developments which led to institutionalized racism in the United States.
13. Describe and illustrate institutionalized racist practices in post-Reconstruction America.
14. Cite evidence showing that the rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.
15. Identify the causesand effects of prejudice and discrimination and suggest both individual and institutional measures to combat such practices.
16. Identify and summarize the Jim Crow Laws and the Plessy v. Ferguson decision.
17. Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.
- Farmer's Alliances
- Populist Party
- Progressivism
- Muckrakers
- Northern Securities Company
- Clayton Antitrust Act
- Hepburn Act
- Pure Food and Drug Act
- Meat Inspection Act
- Federal Reserve Act
- U. S. Forest Service
- National Park Service
- Newlands Act
- 16th Amendment (power of Congress to levy an income tax)
- 17th Amendment (direct election of U.S. Senators)
- 18th Amendment (prohibition of alcoholic beverages)
- 19th Amendment (women's suffrage)
18. Analyze and summarize the methods used by men like John D. Rockefeller, Jay Gould, and Andrew Carnegie to build some of the largest companies in the world andcompare them to modern day entrepreneurs such as Bill Gates, Donald Trump, and Ted Turner.
19. Support a thesis arguingwhether business moguls at the turn of the century are best classified asindustrial statesmen or robber barons.
20. Research a contemporary economic, political or social problem and construct a "muckraking" media presentation exposing the problem and recommending solutions.
21. Compare and contrast the T. Roosevelt, Taft, and Wilson presidencies and the effectiveness of the Square Deal and New Freedom.

Essential Questions

1. How did the rise of corporations, heavy industry, mechanized farming and technological innovations transform the American economy from an agrarian to an increasingly urban industrial society and lead to economic and social problems?
2. To what extent did workers organize into unions to protect their rights?
3. How did the living and working conditions for the poor and working class, especially for children, lead to reform?
4. To what degree did the economic and social changes experienced by the West and South after the Civil War bring about institutionalized discrimination of Native Americans and African Americans and the violation of individual rights?
5. In what ways did the Populists and Progressives seek governmental solutions for the political corruption, business practices, and the social ills of the country?
6. To what degree did the expansion of the federal government serve as a response to the economic and social needs of the time?
7. To what degree did rapid industrialization improve the lives of Americans and were the benefits of progress worth the costs?

Stage 2: Assessment Evidence

Classroom Discussion

Diagnostic: Oral Assessment

1. Students will discuss their knowledge of how the United States became a major industrial power in the late 19th and early 20th centuries. 2. Students will discuss their knowledge of immigration during the late 19th century.

Industrialization Brings Changes

Formative: Graphic Organizer

Use graphic organizers to illustrate the technological changes brought to agrarian and urban life as a consequence of industrialization in the late nineteenth and early twentieth centuries.

Population Data ~ What Does It Tell Us?

Formative: Project

Students will analyze the U.S. population data from 1877-1920 and create pie graphs or bar graphs to illustrate the country's shift from an agrarian to an urban population.

Creating a Museum

Formative: Project

Working in cooperative groups, students will develop an interactive museum exhibit about urban life, immigration and migration in the late 19th and early 20th centuries. Students will select primary and secondary documents to present the life for at least two socio-economic groups during the period. Groups should provide an annotated bibliography of their resources.

Racial Discrimination in America

Formative: Technology Project

Students will read excerpts from primary and secondarysources such as news articles, speeches, legislation, and the opinions in the Plessy v. Ferguson case, as ways of identifying the institutionalization of racial discrimination following Reconstruction. Using the sources they read, students will prepare an electronic report that illustrates the institutionalization of racial discrimination.

Progresive Era Federal Legislation

Formative: Graphic Organizer

Students will create a chart in which they examine Progressive era federal legislation. The first column should identify the perceived social or political ills; the second column, the legislative action that addressed each problem; and third column provides an evaluation of the success of the legislation in addressing the problem. Students will then write a summary statement addressing the Progressive era federal legislation.

Men of Influence ~ Past and Present

Formative: Book Report

Students will read biographic articles about Andrew Carnegie, Cornelius Vanderbilt, and John D. Rockefeller and, in a research report, compare and contrast them to the careers of modern entrepreneurs like Bill Gates, Ted Turner, Carlos Slim and Donald Trump.

Journalist or Muckraker?

Formative: Technology Project

Modern Day Muckraker: Students will create a 5-10 minute video exploring a modern social issue and use the example of the muckrakers to inform the class and suggest possible solutions to the issue. Examples of poverty and homelessness, drinking and driving, texting and driving, gas prices, cheating, the death penalty, etc.)

Era of Progressive Reform or ... ?

Summative: Reflective Writing

Write a reflective response to the following statement. Use primary and secondary source to support your statements. "Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business."

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, students will use a graphic organizer to illustrate the technological changes brought to agrarian and urban life as a consequence of industrialization in the late nineteenth and early twentieth centuries. Groups will share their results with the rest of the class.
2. Working with a partner, students will analyze the U.S. population data from 1877-1920. They will create pie graphs or bar graphs to illustrate the country's shift from an agrarian to an urban population.
3. In small groups, students will create a list of grievances for a simulated labor movement within the classroom and a list of three to five strategies they could employ to achieve redress for the grievances. Next, have the groups identify the strategy they feel would yield the best chance for long-term impact, an American labor organization that utilized that strategy, and the long-term impact of that labor organization. Debrief the activity by discussing the conditions in the United States which gave rise to labor unions in the late nineteenth and early twentieth centuries.
4. Students will create a journal or blog based on primary accounts for a hypothetical immigrant/migrant describing life in an American city. Students will share their accounts followed by a discussion focusing on both the changes in the immigrant's/migrant's life and the changes brought by immigration/migration to American cities.
5. Working in cooperative groups, students will develop an interactive museum exhibit about urban life, immigration and migration in the late 19th and early 20th centuries. Students will select primary and secondary documents to present the life for at least two socio-economic groups during the period. Groups should provide an annotated bibliography of their resources.
6. Students will read excerpts from primary and secondary sources such as news articles, speeches, legislation, and the opinions in the *Plessy v. Ferguson* case, as ways of identifying the institutionalization of racial discrimination following Reconstruction. Using the sources they read, students will prepare an electronic report that illustrates the institutionalization of racial discrimination.
7. Conduct a "separate but equal simulation in class in which one half is given "equal (in reality, inadequate) supplies to complete a project assigned to the entire class. Following the simulation, conduct a debriefing activity of the experience to help students make connections to the historic past.
8. Have students create a chart in which they examine Progressive era federal legislation. The first column should identify the perceived social or political ills; the second column, the legislative action that addressed each problem; and third column provides an evaluation of the success of the legislation in addressing the problem.
9. Students will read biographic articles about Andrew Carnegie, Cornelius Vanderbilt, and John D. Rockefeller and, in a research report, compare and contrast them to the careers of modern entrepreneurs like Bill Gates, Ted Turner, Carlos Slim and Donald Trump.
10. Students will complete a research assignment on a topic related to Cleveland History in the late 19th Century and early 20th Century. Examples include Republic Steel, Standard Oil, The Stanley Motor Company.
11. Students will write an evaluation of howgovernment treated Native Americans andAfrican-Americans in thelate 1800s and early 1900s andexplain how such actions were racially discriminatory.
12. Modern Day Muckraker: Students will create a 5-10 minute video exploring a modern social issueand use the example of the muckrakers to inform the class and suggest possible solutions to the issue. Examples: poverty and homelessness, drinking and driving, texting and driving, gas prices,cheating, the death penalty...etc.
13. Students will examine the Meat Inspection Act and the Pure Food and Drug Act by looking at the comparing information available to consumers in the 1900's with what is available now.

Resources

* Triangle Shirtwaist Factory Fire (<http://teachingamericanhistorymd.net/000001/000000/000024/html/t24.html>)

Technology Integration

United Streaming Video Service
Interactive Whiteboard (SmartBoard or ActiveBoard)

Power Point

Prezi.com

Podcasting

IMovie

Resources

***Suggested resources***

Ellis Island website (http://www.ellisisland.org/)

Andrew Carnegie, John D. Rockefeller, and Jay Gould articles on Encyclopedia.com (http://encyclopedia.com)

Encyclopedia of Cleveland History web site ( http://ech.cwru.edu/)

Tenement Museum (http://www.tenement.org/index.php)

Consumer Product Safety Commission website ( http://www.cpsc.gov/)

www.pptpalozza.com (Several PowerPoint presentations applicable to unit including

"Incorporation of America"; "Growth of the Labor Movement"; "Late 19th Century

Urbanization";"Life in Gilded Age New York City"; "Gilded Age Politics"
http://www.ucopenaccess.org/course/view.php?id=82 -- has a full US history online course; many short videos in unit "New Frontiers"; also many writing activities using primary source documents

See Links.

Resources

* Industrialization of the United States 1865-1920 ([www.westirondequoit.org/ihs/library/indust.htm](http://www.westirondequoit.org/ihs/library/indust.htm))

Grades 9-12 Social Studies / History
U.S. History

4.Foreign Affairs-Imperialism-Post WWI (1898-1930)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Solidarity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit explores the growing role of the United States in world affairs. Students will examine the industrial and territorial growth of the United States which fostered expansion overseas. They will also understand how greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

Unit Goals

1. Understand the emergence of the United States as a world power as a result of overseas expansion, the Spanish-American War and World War I.
2. Understand how the industrial and territorial growth of the United States fostered expansion overseas.
3. Recognize that greater involvement in the world set the stage for American participation in World War I and attempts to preserve the post-war peace.
4. Recognize the efforts of the United States to maintain peace in the world after World War I.
5. Understand why the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

Big Ideas

U.S.Emergence asWorld Power
"A lovely little war"
"Imperialists vs. Anti-Imperialists"
"Big Stick" and "Open Door"
New and more efficient ways of killing
Mobilization brings change on home front
"Peace Without Victory" vs. "Germany, it's all your fault, now pay up"
Interventionism vs. Isolationism

Enduring Understandings

1. In the late 19th century the U.S. began a policy of expansion, but expansionposed challengestotraditional isolationism and democratic values.
2. As a result of overseas expansion andthe Spanish-American War, the United States emerged as aglobal power with worldwide responsibilities and burdens.
3. The U.S developed policies in response to their new role in the world, especially with regard to Latin America and Asia.
4. Deep-rooted European problems and a system of entangling alliances lead European nations into WWI.
5. The U.S. initially declared neutrality in WWI, but German actions and other factors led to US entrance in the war.
6. During WWI the government assumed new powers and permanently changed American society.
7. As a result of the national debate over the ratification of the Treaty of Versailles and the League of Nations, the U.S. moved away from the role of world peacekeeper and limited its involvement in world affairs.

Content

Factors promotingImperialism
Spanish American War-causes and effects
Spheres of Influence and the Open Door Policy
"Big Stick Policy"

"Dollar Diplomacy"

"Moral Diplomacy"
Militarism, Imperialism, Nationalism, Alliances and WW I
Neutrality and its challenges
New military technology in World War I
Trench Warfare
"Margin of Victory"
Mobilization on the home front
Civil Liberties

Conscientious objectors

Espionage

Sedition Acts
Women and the 19th Amendment
Fourteen Points
Paris Peace Conference
Treaty of Versailles

League of Nations

Kellogg-Briand Pact
Senate Debate on Treaty and League
Effects of WWI--"normalcy"

Skills

1. Identify and analyze the reasons for building colonial empires and the effect of imperialism on the colonized peoples.
2. Evaluate the positive and negative consequences of imperialism for the people colonized as well as for the United States.
3. Outline the causes and consequences of the Spanish-American War and its impact on America's position on the world stage and in the Western Hemisphere.
4. Analyze the causes of World War I and determine how each played a role in creating the tensions that led to the start of the war.
5. Examinethe course of the war, judge the effectiveness of trench warfare and new forms of technology and assess the ethical use of such weapons and tactics.
6. Identify and rank the factors that brought the U.S. into WWI and justify their ranking with well supported arguments.
7. Analyze and synthesize the circumstances which enabled the United States to emerge as a world power in the early 1900's.
8. Compare and contrast Wilson's Fourteen Points and the Treaty of Versailles and decide how the Treaty was influenced by France and England's goals.
9. Analyze and synthesize the effect the Treaty of Versailles had on Germany politically, militarily and economically.
10. Explain why and how the United States moved to a policy of isolationism following World War I.

Essential Questions

1. How is imperialism a challenge to the American tradition of isolationism and democratic values?
2. How did the Spanish-American War result in the expansion of the American Empire?
3. To what degree did U.S. policies in Latin America and Asia reflect the new role of the U.S. as a global power and set the stage for later developments in U.S. history?
4. How did militarism, imperialism, nationalism, andalliances create the atmosphere which led to the events starting the First World War?
5. Why do countries become involved in wars even though they adopt policies of neutrality?
6. To what extent did new technology change warfare during the First World War and how did this technology affect the way the war was fought?
7. Why isnegotiating a peace agreement after a war difficult if the major powers have differing objectives?
8. How did the national debate over the ratification of the Treaty of Versailles and the League of Nations reveal the the broaderdebate over the U.S. role in world affairs?

Stage 2: Assessment Evidence

What Do We Know?

Diagnostic: Self Assessment

Students will work in small groups to fill in a K-W-L chart showing what they already know about foreign affairs, American imperialism and post World War I.

Who's In Power?

Formative: Reflective Writing

Students will participate in a role playing exercise where part of the class are Imperial Powers while the others are territories to be colonized. The Imperial Powers will have to compete for colonies, and if necessary go to war. The colonized territories will have their populations broken up, boundaries redrawn, traditions put aside, and resources reallocated by the colonial powers. Students will discuss their observations from the exercise and write a reflection on their experience.

Reasons for American Entrance into WW I

Formative: Graphic Organizer

Students will compare two short primary source documents--excerpts from Wilson's War Message to Congress and Senator Robert LaFollette's Opposition Statement, Wilson's War Message; they then create a Venn Diagram to identify and contrast the reasons for the U.S entrance into WWI.

This is War!

Formative: Dramatization

Working in cooperative groups, students will research trench warfare and prepare an electronic presentation showing how battles were fought in the 18th and 19th centuries, line formations, and trench warfare. The presentation will address the differences in the types of warfare and the influence exacted by the length of World War I and the death toll. Presentations will be shared with class.

Comparative Maps--Pre and Post War Europe

Formative: Comparative Study

Map Exercise. Students will create two maps. The first map students should label the individual countries in Europe prior to 1914. On the second map students should label the countries of post-war Europe. They should also list the major changes that took place and make inferences about the effects of those changes.

Debate on U.S. Membership in the League of Nations

Summative: Oral Assessment

Students will role play the U.S. Senate's debate on the Treaty of Versailles and U.S. membership in the League of Nations. Students will be divided into three groups--Wilsonian Democrats, Lodge Reservationists, and Borah Irreconcilables. Each group must research its position on League Membership and the broader issue of global leadership or isolationism. Then students will simulate a Senate debate, with an oral assessment of each student's participation being evaluated using a rubric.

Lasting Impact of World War I

Summative: Written Assessment

Following a Socratic Seminar in which students have discussed the following statement: "What if the United States had agreed to the terms of the Treaty of Versailles and had joined the League of Nations?" Students will respond to a series of questions that assess their understanding of the material addressed in this unit of study.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Students will participate in a role playing exercise where part of the class are Imperial Powers while the others are territories to be colonized. The Imperial Powers will have to compete for colonies, and if necessary go to war. The colonized territories will have their populations broken up, boundaries redrawn, traditions put aside, and resources reallocated by the colonial powers. Students will discuss their observations from the exercise and write a reflection on their experience.
2. Students compare two short primary source documents--excerpts from Wilson's War Message to Congress and Senator Robert LaFollette's Opposition Statement, Wilson's War Message; they then create a Venn Diagram to identify and contrast the reasons for the U.S entrance into WW I. (See Web site below.)
3. Students will participate in a role playing exercise where they are divided into military alliances. One member of a group will attack a member of the other group. Members of the attacked students group will come to its aid and the attackers group will follow suit. This will demonstrate how alliances pulled most of Europe into the war following a political assassination.
4. Working in cooperative groups, students will research trench warfare and prepare an electronic presentation showing how battles were fought in the 18th and 19th centuries, line formations, and trench warfare. The presentation will address the differences in the types of warfare and the influence exacted by the length of World War I and the death toll. Presentations will be shared with class.
5. Class will be divided into groups and each group will be assigned a treaty associated with World War I. They will analyze the ways in which the treaty moved the United States away from the role of world peacekeeper and limited its involvement in international affairs.
6. In a Socratic Seminar setting, have students discuss the following statement: "What if the United States had agreed to the terms of the Treaty of Versailles and had joined the League of Nations?"

Resources

* Crucible of Empire: The Spanish-American War (<http://www.pbs.org/crucible/frames/_film.html>)

Technology Integration

Internet connection
United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
PowerPoint

Prezi.com

Podcasting

IMovie

Resources

***Suggested resources***

Article on trench warfare from firstworldwar.com http://www.firstworldwar.com/features/trenchlife.htm

The Great War on PBS at http://www.pbs.org/greatwar/

World War I propaganda posters available at many online sites such as http://www.propagandaposters.us/4.

Copies of coded and decoded Zimmerman Note available at http://barney.gonzaga.edu/~sbennet/mead/lessonplans/zimmerman.htm

http://www.ucopenaccess.org/course/view.php?id=82 has a full U.S. history online course; many short videos in unit "Isolationist to World Power"; also many writing activities using primary source documents

See Links.

Resources

* American Imperialism (<http://en.wikipedia.org/wiki/American_imperialism>)

Grades 9-12 Social Studies / History
U.S. History

5. Prosperity, Depression and New Deal (1919-1941)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit explores America's development in the 1920s, the Stock Market crash of 1929, the Great Depression, and Roosevelt's New Deal. Students will come to understand that the Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Unit Goals

1. Understand the post World War I period as one characterized by economic, social, and political turmoil.
2. Recognize that postwar prosperity brought about changes to American popular culture.
3. Understand how economic disruptions growing out of the war and post-war years led to worldwide depression.
4. Recognize that the United States attempted to deal with the Great Depression through economic programs created by the federal government, many of which have a legacy even today.

Big Ideas

This Land is my Land!
No booze for you
On the move again
Charge It!
The Bubble Burst
Dam that Hoover
The original stimulus package

Enduring Understandings

1. Racial intolerance, anti-immigrant attitudes and the "Red Scare" contributed to social unrest after World War I.
2. The 1920s saw two majorsocial changes: women's suffrage and prohibition.
3. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
4. Movements such as the Harlem Renaissance, African American migration, women's suffrage and Prohibition all contributed to social change.
5. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt.
6. The role of the federal government expanded as a result of the Great Depression.

Content

18th Amendment-Prohibition

19th Amendment-Women's Suffrage

Isolationism

"Red Scare"

Nativism

Jazz Age

Harlem Renaissance

Stock Market Crash

Causes of the Great Depression

Life in the 1930s

The Dust bowl

Hoover's Response to the Great Depression

FDR the New Deal

Skills

1. Identify and summarize the impact of the 18th and 19th Amendments on American life.
2. Describe how racial intolerance, anti-immigrant attitudes and the "Red Scare" contributed to social unrest after World War I.
3. Analyze and synthesize the influence of the "Red Scare," Isolationism, and Nativism on American thought and actions toward immigrants and foreign affairs.
4. Evaluate the cultural impact of the Harlem Renaissance and the Jazz Age on American life.
5. Describe and illustrate the social changes that came from the Harlem Renaissance, African American migration, women's suffrage and Prohibition.
6. Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
7. Identify and summarize the causes of the Stock Market crash and evaluate its affects on the beginnings of the Great Depression.
8. Describe life during the Great Depression in the cities and the experience in the Dust Bowl and decide which portion of the nation had it harder and why.
9. Identify and summarize Hoover's response to the Great Depression.
10. Analyze and synthesize the importance of FDR's New Deal in moving America forward after the Great Depression.
11. Compare and contrast Hoover's response to the Great Depression with Roosevelt's response.

Essential Questions

1. In what ways did racial intolerance, anti-immigrant attitudes and the "Red Scare" contribute to social unrest after World War I?
2. How did the women's suffrage and prohibition bring about social change in the 1920s?
3. To what degree did improved standard of living for many, combined with technological innovations in communication, transportation and industry, result in social and cultural changes and tensions?
4. How did movements such as the Harlem Renaissance, African American migration, women's suffrage and Prohibition contribute to social change?
5. Why did the federal government's monetary policies, stock market speculation and increasing consumer debt cause the Great Depression?
6. Why did the role of the federal government expand as a result of the Great Depression?

Stage 2: Assessment Evidence

1920s in Political Cartoons

Diagnostic: Reading Task

Analyze a series of political cartoons pertaining to any of a number of 1920s issues (Nativism, "red scare," resurgence of the KKK, prohibition, women's suffrage, fundamentalism and evolution...) and identify what seemed to be developments that are connected to the 1920s

Reflecting the Time

Formative: Visual Arts Project

Students will create collages illustrating the art and culture of the 1920s. Topics will include the Harlem Renaissance, Jazz Age, flappers, architecture, the Lost Generation, movies, and any other relevant topic.

Naming It!

Formative: Posters

1920s Title Project. After studying the 1920s, students will try to capture its essence by creating a title for a text chapter on the 1920s and explaining it in a paragraph. Small groups will pick the best titles which will then go to the class for a vote.

Photographic Analysis

Formative: Writing Assignment

Research FSA photographs (especially those of Dorothea Lange, Arthur Rothstein, and Walker Evans). Students should select a photograph that is meaningful to them and then write a narrative using the elements of the photo to create a short story that incorporates the impact of the Great Depression on people and/or the environment.

Formative: Reflective Writing

Students will write a reflective paper following the Socratic Seminar in which they discussed the following statement: An increase in immigration to the United States from Southern and Eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan.

What If?

Formative: Reflective Writing

Have students consider the following statement and write a reflective paper in response: What if the automobile and airplane had not been developed and mass production techniques had not come to the factory. How would America have been different?

Did They Work?

Formative: Graphic Organizer

Using a graphic organizer, have students research local WPA or CCC projects that were built as a result of New Deal legislation and the expanded role of the federal government and analyze and summarize the impact made by each.

Depression. Then and (perhaps) Now.

Formative: Observation

In a Socratic Seminar setting have students discuss the following: The federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression. How does this compare to the recent financial and economic problems in America? Students should support statements made with references to primary and secondary sources.

Unit Test

Summative: Unit Exam

Teacher constructed unit exam will include both objective and extended response prompts that addresses the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, students will examine political cartoons, advertisements, media coverage of social unrest to understand stereotypes, racial intolerance, fear of communism and violence against immigrants. Then have student groups make a poster, present a performance, dramatic reading, newscast, or media presentation and present it to the class.
2. In a Socratic Seminar setting have students discuss the following statement using primary and secondary sources to support statements: *An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan.*
3. Working in pairs, have students produce a radio program from the 1920's focusing on how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
4. Have students consider the following statement and write a reflective paper in response: *What if the automobile and airplane had not been developed and mass production techniques had not come to the factory? How would America have been different?*
5. Have students read examples of the literature of the Harlem Renaissance to interpret the feelings of the urbanized African American population of the 1920s. Have students discuss how the popularity of such works could contribute to social change.
6. Discuss the rationale behind Prohibition. Ask students if the social changes it prompted were in line with the proponents of Prohibition. Have students compare it to current laws which make certain substances illegal for consumption. How are the rationale for illegality and the problems with enforcement the same and different?
7. Have students look beyond the literal meaning of the 19th Amendment to the U.S. Constitution. What social changes came about in part as a result of women gaining the right to vote?
8. Have students research local WPA or CCC projects that were built as a result of New Deal legislation and the expanded role of the federal government and analyze and summarize the impact made by each.
9. In a Socratic Seminar setting have students discuss the following: *The federal government monetary policies, stock market speculation and increasing consumer debt led to the Great Depression. How does this compare to the recent financial and economic problems in America?* Students should support statements made with references to primary and secondary sources.

Resources

* Library of Congress ~ Search for political cartoons (<http://www.loc.gov>)

Technology Integration

United Streaming Video Service
Web Browsing Software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

DVD's (*Birth of a Nation, Jazz, Al Capone, Charlie Chaplin)*

Jazz CD's (Louie Armstrong, Bessie Smith, Duke Ellington)

See Links.

Resources

* 18th Amendment ([www.gpoaccess.gov/constitution/html/amdt18.html](http://www.gpoaccess.gov/constitution/html/amdt18.html))

Grades 9-12 Social Studies / History
U.S. History

6. From Isolationism to World War (1930-1945)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit focuses on the causes and consequences of World War II. The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II,which changed the country's focus from isolationism to international involvement. Following the War the world felt the beginnings of the Cold War. America experienced an economic boom during the 1950's.

Unit Goals

1. Understand efforts made by the U.S. government to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.
2. Recognize that the isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I.
3. Understand that conditions leading to World War II were, in part, founded in the growth of tyrannical governments which asserted their power through aggression.
4. Understand the change in the America's focus from isolationism to international involvement after Pearl Harbor.
5. Recognize that with the United States mobilization of its economic and military resources during World War II significant changes were brought to American society.

Big Ideas

Isolationism
Road to a World War
Support Our Troops Efforts
Dawn of the Atomic Age
New World Order

Enduring Understandings

1. The rise of nationalism, fascism and militarism in Germany, Italy, Japan combined with early aggression toward neighboring countries led to WWII.
2. The policy of appeasement by France and England allowed Hitler to position himself for the conquest of Europe.
3. The United States attempted to maintain an isolationist foreign policy in the 1920s and 1930s.
4. The attack on Pearl Harbor shocked the U.S. and ended the debate over interventionism.
5. Allied military engagements in Europe and in the Pacific helped determine the successful outcome of the war.
6. The justification for use of theAtomic Bomb is still a matter of discussion.

Content

Impact of Treaty of Versailles in post WWI years
Factors that led to the rise of nationalism, fascism, and militarism
Aggression in Europe and Asia

Monroe Doctrine

Roosevelt Corollary

Good Neighbor Policy

Lend-Lease

Atlantic Charter
Policy of Appeasement
U.S. Isolationism
Neutrality Laws
Road to War
Allied Powers vs. Axis Powers
Impact on homenfront

Japanese Internment Camps
Decisive battles
Manhattan Project and decision to drop the bomb
Effects of WWII

Skills

1. Describe the causes and effects of WWII on the world.
2. Identify and summarize the reasons why appeasement failed.
3. Explain how the Neutrality Acts of the 1930s were attempts to isolate the country from the problems erupting in Asia and Europe.
4. Analyze the reasons for American isolationist sentiment in the inter-war period.
5. Analyze and synthesize the debate in the United States between the isolationists and the interventionists and its impact on policy decisions.
6. Describe and illustrate each of the following in terms of its connection to moving the U.S. closer to entering World War II:
- Monroe Doctrine
- Roosevelt Corollary
- Good Neighbor Policy
- Lend-Lease
- Atlantic Charter
7. Explain the factors that brought the U.S. into WWII.
8. Explain how the war impacted the home front especially in terms of industry, workers, women, African Americans, and Japanese Americans.
9. Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.
10. Identify theaters of war and decisive battles of WWII.
11. Analyze the factors involved in the decision to drop the atomic bomb and discuss why the decision is still an issue today.
12. Describe the effects of World War II on the American economy and on foreign policy in the post war years.
13. Summarize how atomic weapons have changed the nature of war, altered the balance of power and began the nuclear age.

Essential Questions

1. How did the rise of nationalism, fascism and militarism in Germany, Italy, Japan combined with early aggression toward neighboring countries lead to WWII?
2. To what extent did the policy of appeasement by France and England allow Hitler to position himself for the conquest of Europe?
3. Why did the United States attempt to maintain an isolationist foreign policy in the 1920s and 1930s?
4. Why did the attack on Pearl Harbor shock the U.S. and end the debate over interventionism?
5. In what ways did the allied military engagements in Europe and in the Pacific help determine the successful outcome of the war?
6. To what degree can America justify using the Atomic bomb?
7. How does the Catholic Church's social justice teachings on war apply to World War II?

Stage 2: Assessment Evidence

Why Did the U.S. Enter the War?

Diagnostic: Reflective Writing

Have students identify the reasons they believe caused the United States to enter World War II.

Poster Analysis

Formative: Posters

Provide students with images of the war bond posters, the image conveyed by Rosie the Riveter and other posters and have them discuss the significance of the posters and their effect on society at the time.

Move Away from Isolationism

Formative: Technology Project

Working in cooperative groups, students develop an electronic presentation to share with the class justifying the following statement: The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the the "cash and carry" policy, negotiated the destroyer-for-bases deal and enacted Lend-Lease and helped write the Atlantic Charter.

Changes in American Thought

Formative: Reflective Writing

Students will write a reflective essay addressing the following statement: Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised "victory gardens" to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed "no strike" pledges.

The Decision to Drop the Bomb

Formative: Dramatization

Webquest--Decision to Drop the Bomb (http://chalk.richmond.edu/education/projects/webquests/wwii/) Imagine it is 1945 and World War II has just come to a conclusion. Just before the end of the War, the Atomic Bomb was dropped on Hiroshima and Nagasaki. Many wonder whether dropping the bomb was necessary but others think it was in order to limit the amount of Allied casualties and bring the long arduous war to an end. You will be participating in a local meeting discussing the reasons for dropping the bomb, and whether it was a necessary action. Four teams of people representing a Japanese citizen, President Truman's advisor, the Secretary of Defense, and a nuclear physicist will congregate to debate this controversial issue. Students will be assigned to one of these teams, must research that particular point of view and then role play that point of view in a "town meeting" format.

Was Dropping the Bomb Justified?

Formative: Essay

Following the Socratic Seminar addressing the statement: The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction. Students will write a reflective essay reflecting on Catholic teachings and the Social Justice Teachings.

Japanese American Experience

Formative: Essay

Students will take on the role of a teenage Japanese-American during World War II and write a dairy telling about life in the Japanese Internment Camps that were set up in America.

Mapping the War

Formative: Project

In cooperative groups, have students create a world map showing the world involvement in World War II. Maps should reflect locations, battles, casuality statistics, outcomes, etc. in order to gain a better understanding of the magnitude and destruction brought about by the war. Groups will share their maps with the class.

U.S. Emerges from World War II

Summative: Report

Using primary and secondary sources, students will write a report detailing the results of World War II and how the United States emerged as a world power?

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. In a Socratic Seminar setting, have students debate between isolationists and those that felt the United States needed to prepare for possible conflict. Students should use primary sources to support their positions.
2. Working in cooperative groups, students will develop an electronic presentation to share with the class justifying the following statement: *The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the "cash and carry" policy, negotiated the destroyer-for-bases deal and enacted Lend-Lease and helped write the Atlantic Charter.*
3. Provide students with images of the war bond posters, the image conveyed by Rosie the Riveter and other posters. Use National Archive primary source analysis worksheets (http://www.archives.gov/education/lessons/worksheets/) to guide discussion of the posters. Students can also discuss how the government worked to mobilize the home front for the war effort, and how this carried over to breaking some of the traditional societal roles of women and minorities.
4. Have students write a reflective essay addressing the following statement: *Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised "victory gardens" to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed "no strike" pledges.*
5. Have students take on the role of a teenage Japanese- American during World War II and write a dairy telling about life in the Japanese American Internment Camps that were set up in America.
6. In a Socratic Seminar setting, have students discuss the following statement in light of Catholic teachings and the Social Justice Teachings: *The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction.*
7. In cooperative groups, have students create a world map showing the world involvement in World War II. Maps should reflect locations, battles, casuality statistics, outcomes, etc., in order to gain a better understanding of the magnitude and destruction brought about by the war. Groups will share their maps with the class.

Resources

* Teaching With Documents: Memorandum Regarding the Enlistment of Navajo Indians (<http://www.archives.gov/education/lessons/code-talkers/>)

Technology Integration

United Streaming Video Service
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

The following videos:

 *- Tora! Tora! Tora!*
 *- The War*
 *- Saving Private Ryan*
 *- Letters from Iwo Jima*
D-Day Memorial Museum website at: http://www.ddaymuseum.org.

See Links.

Resources

* Japanese Internment Camps ([www.pbs.org/childofcamp/history/index.html](http://www.pbs.org/childofcamp/history/index.html))

Grades 9-12 Social Studies / History
U.S. History

7.Cold War & Foreign Policy Challenges (1945-1991)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit focuses on the period 1945-1991. The unitemphasizesthe roots of the Cold War, how the U.S. met the challenges, and the impact of the Cold War at home, especially the challenging issue of balancing national security with civil liberties. The unit then investigates the cold war roots of the Korean and Vietnam conflicts, the changing relationship with China,and the emerging problems in the Middle East. The unit concludes with the Reagan era, Glasnost, Perestroika and the collapse of the Soviet Union.

Unit Goals

1. Recognize that after World War II, the United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs.
2. Understand why the United States followed a policy of containment during the Cold War in response to the spread of communism.
3. Know that the Second "Red Scare" and McCarthyism reflected Cold War fears in American society.
4. Understand how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
5. Understand why the collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
6. Know that the Cold War had social and political implications in the United States.

Big Ideas

Arms Race and Space Race

"Duck and Cover"--Living with The Bomb

The Missile Threat

Reaching out to China

"Tear down this wall!!"

Cold WarCools ~ Middle East Heats Up

Enduring Understandings

1. Confidence, bolstered by economic and military power, enabled the United States to be a dominant world power in the aftermath of World War II.
2. The long history of differences, mutual hostility and distrust between the United States and the Soviet Union led to a Cold War thatcontinues toimpact today's world.
3. During the Cold War, people lived with the threat of imminent destruction in a nuclear war and that threat affected everyday life.
4. In times of fear and crisis, Americans have curtailed civil liberties in the name of safety and security.
5. The U.S. attempts to contain communism around the world caused the United States to become more and more involved in international affairs and conflicts.
6. Nixon improved relations with the USSR and China demonstrating that it is possible for ideologically different countries to cooperate without damaging national interests.
7. The end of the Cold Warmarked by the breakup of the Soviet Union caused the U.S. to rethink its role in the world.
8. Conflicts in the Middle East impact the United States and it is in America's national interest to be involved in the region.

Content

Origins of the Cold War

Meeting the Soviet Challenge--containment policy

Truman Doctrine

Marshall Plan

Berlin Airlift

NATO

The Korean Conflict

Arms Race

Space Race

Life in the Nuclear Age

The Cold War at Home--Civil Liberties in Times of Fear and Crisis

Vietnam Conflict

Tonkin Gulf Resolution

Tet Offensive and Anti-War Movement

Vietnamization and Paris Accords

Arab-Israeli conflicts and US interests

Camp David and Iranian Hostage Crisis

Realpolitik--Detente with USSR and Normalization with China

Glastnost

Perestroika

Collapse of the Soviet Union

Skills

***Students willbe able to***

1. Identify and summarize major people, events, and terms connected with the period 1945-1960.
2. Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.
3. Analyze and synthesize the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including Soviet expansion in Eastern Europe, the division of Germany, the emergence of NATO and the Warsaw Pact, and the Chinese Communist Revolution.
4. Create a graphic organizer tracing Soviet actions and U.S. reactions and draw conclusions regarding origins of the Cold War and the effectiveness of the U.S. policies.
5. Identify NATO, "Western Allies," Warsaw Pact, and other communist countries on a map of the world as well as Cold War "Hot Spots"; make inferences about why there were so many conflicts in the European and Middle Eastern region.
6. Compare viewpointsin primary source document excerpts fromMacArthur and Truman and explain how their differing views on national interests resulted in conflicting approaches to resolving the Korean conflict.
7. Explain connections between the Cold War, the arms race, and the space race.
8. Analyze and summarize archivalvideo clips and other visuals from the 1950s Civil Defense Agency and today's homeland security commercials and visuals to make inferences about the impact on American life, the extent to which such media appeals to Americans' sense of duty andcitizenship and makes Americans feel safe.
9. Explain how the second Red Scare and McCarthyism reflected Cold War fears in American society.
10. Create a chart comparing anti-communist measures in the 1950s (Federal Loyalty Program and McCarthyism)with the anti-terrorist measures (Patriot Act)today.
11. Create a chart listing major scientific and technological changes in the period 1945-1960 and make inferences about the economic, political, and social effects.
12. Explain the connection between government policy and armed conflict.
13. Evaluate Nixon's "real politik" foreign policydecisions regarding theUSSR and China in terms of their effect on the Cold War.
14. Identify and summarize the course of U.S./Soviet relations during the Reagan Era and identify the changes in policy that contributed to the collapse of the Soviet Union.
15. Explain how the collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
16. Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992.
17. Analyzehow Arab-Israeli conflicts in the Middle East affect the United States and explain the reasons why Americans must be concerned about the region.

Essential Questions

1. In what ways did confidence, bolstered by economic and military power, enable the United States to be a dominant world power in the aftermath of World War II?
2. To what degree has the long history of differences, mutual hostility and distrust between the United States and the Soviet Union lead to a Cold War thatcontinues toimpact today's world?
3. Why did the people live with the threat of imminent destruction in a nuclear war during the Cold War?
4. In what ways have civil liberties been curtailed in America in the name of safety and security?
5. To what extent should civil liberties be limited in the face of threats to national security, both real and imagined?
6. How can countries that are ideologically very different, cooperate without damaging national interests?
7. How did the policy of containment lead to U.S. involvement in the Korean and Vietnam conflicts?
8. To what extent did US/Soviet relations change at the the end of the Cold War?
9. How and whydo conflicts in the Middle East impact the United States and whyis it in America's national interest to be involved in the region?

Stage 2: Assessment Evidence

Cold War Pre-Test

Diagnostic: Self Assessment

Pre-test--Have students respond to the prompts. 1)What do you think is meant by the term "cold war" ? 2)What do you know about the Cold War? Also, provide students with a world and have them identify the following on the map Germany, Russia, China, North and South Korea, Vietnam, Cambodia, Israel, Egypt, Iran, Iraq, Cuba (and any other foreign policy "hot spots.")

The Cold War & U.S. Policies

Formative: Graphic Organizer

Create a graphic organizer tracing Soviet actions and U.S. reactions and draw conclusions regarding origins of the Cold War and the effectiveness of the U.S. policies.

MacArthur vs. Truman

Formative: Oral Assessment

Compare viewpoints in primary source document excerpts from MacArthur and Truman, and explain how their differing views on national interests resulted in conflicting approaches to resolving the Korean conflict.

Homeland Security--Then and Now

Formative: Essay

After viewing archival video clips and other visuals from the Civil Defense Agency in the 1950s and today's homeland security commercials (available through You Tube.com such as Department of Homeland Security's PSA's and www.ready.com) and visuals, write a short essay making inferences about the impact on American life in the 1950s and today, as well as, the extent to which such media appeals to Americans' sense of duty and citizenship and makes Americans feel safe. Assessed with teacher-designed rubric.

Anti-Communist & Anti-Terrorist Crusades

Formative: Oral Assessment

First, students create a chart comparing the motives and methods of the anti-communist crusade--(esp. Federal Loyalty program and McCarthyism) in the 1950s with the motives and methods of the anti-terrorist crusade today (esp. Patriot Act). Then, after reviewing the results of the class poll, have students discuss and defend their responses.

Sapce Race

Formative: Graphic Organizer

Research the history of the space race from the 1940s to present and create a time line of significant events; explain connections between the Cold War and the space race.

Bringing It All Together!

Summative: Unit Exam

Unit Test on Cold War and American Life 1945-1991

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Have the students analyze perspectives of the policy of containment by using the primary sources in the Digital History website under The Containment Policy.
(http://www.digitalhistory.uh.edu/historyonline/us37.cfm)
2. On a world map of 1950, students will locate and label NATO countries, western allies, Warsaw Pact nations, other communist countries, and Cold War Hot Spots; they will make inferences about why there were so many conflicts in the European and Middle Eastern region.
3. In small groups, students will create a piece of propaganda from differing perspectives. Oneside of the roomwill create pro-American/anti-Soviet propaganda while the other side will create pro-Soviet/anti-American propaganda. After presenting, the class will discuss the perspectives of both sides in the Cold War.
4. Students will read short excerpts from President Truman and Douglas MacArthur explaining approaches to the Korean conflict; students will explain how their differing views on national interests resulted in conflicting approaches to resolving the Korean conflict.
5. Have students viewarchivalvideo clips and other visuals from the 1950s Civil Defense Agency and today's homeland security commercials and visuals, and in a shortessay make inferences about the impact on American life, the extent to which such media appeals to Americans' sense of duty andcitizenship and makes Americans feel safe.
6. In a Socratic Seminar setting, have students contrast political climate (i.e., McCarthyism) in the 1950s with the current fear of terrorist attacks. Are we reacting in similar ways? Why or why not?
7. Working with a partner, students will create a chart listing major scientific and technological changes in the period 1945-1960 and make inferences about the economic, political, and social effects.
8. In cooperative groups, students will analyze the effects of U.S. containment policy in Asia and its effects on the Korean and Vietnam Conflicts and develop a poster project showing the connections between containment and armed conflict.
9. Students will prepare a report on how popular culture (i.e. movies such as *War Games*, *Red Dawn*, and *Rambo III*) illustrated the perceived relationship between the U.S. and U.S.S.R. in the era of Glasnost and Perestroika.
10. Optional activity--Cold War web quest -- You are a presidential advisor during the first three decades of the Cold War (1945-1973). Your task is to investigate a particular crisis or turning point in the corresponding presidential administration, choose, and argue for the best policy for the United States. As each issue is debated in our classroom, youll write up your own personal judgment of the best policy. Students will select fromseveral presidential administrations:
A.Harry S. Truman: Should we share atomic bomb technology?
B. Dwight D. Eisenhower: Power struggle in Iran
C.John F. Kennedy: The Cuban Missile Crisis
D.Lyndon B. Johnson: The Vietnam domino ~ *shore it up or let it fal*l?
E.Richard M. Nixon: The Soviet Union ~ dtente? (Web quest available at http://www.historyteacher.net.)
11. In a Socratic Seminar setting, have students discuss how Nixon's foreign policies in terms ofthe Soviet Union and China improved relations with each and to what extent can ideologically different countries cooperate without compromising national values.

Resources

* Lesson Plan on Teaching With Documents. The United States Enters the Korean Conflict (<http://www.archives.gov/education/lessons/korean-conflict/#documents>)

Technology Integration

United Streaming Video Service

Web browsing software

Interactive Whiteboard (SmartBoard or ActiveBoard)

DVD Player

Power Point

Prezi.com

IMovie

Podcasting

Resources

***Suggested resources***

Video clips from *Archives of War--Cold War* available from www.unitedstreaming.com (subscription service)

www.census.gov for statistical abstract and historical statistics (to navigate, use *People and Households--Sources of Information--Historical Census Data*.

www.havefunwithhistory.com for video on archival film on *The Story of Television*.

http://www.vlib.us/for primary source documents related to the period

DVD movies: *Red Dawn,* *War Games*, *Rambo III*.

http://www.pptpalooza.net/ Power Points available on The Beginning of the Cold War, Eisenhower's Foreign Policy, and The Vietnam War.

http://www.historyteacher.net/. (Cold War Webquest)

http://www.ucopenaccess.org/course/view.php?id=82 -- has a full U.S. history online course; many short videos on unit topics; also many writing activities using primary source documents

www.ready.com --from the Homeland Security Department

www.youtube.com --for Civil Defense PSA "duck and cover" cartoon from 1950s and contemporary Homeland Security Dept. commercials.

See Links.

Resources

* Truman Doctrine ([www.u-s-history.com/pages/h1780.html](http://www.u-s-history.com/pages/h1780.html))

Grades 9-12 Social Studies / History
U.S. History

8. Social Changes in United States (1945-1970)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Economics

Theme: Families Now and Long Ago, Near and Far Scarcity

11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Option for the Poor and Vulnerable

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit will focus on the challenges and changes in the domestic affairs in the post war United States, including the post-war economic boom, suburbanization, the Civil Rights Movement, the Great Society Program, and the expanding rights revolution, the counterculture movement, and women's liberation movements. A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

Unit Goals

1. Understand that the United States experienced a struggle for racial and gender equality and the extension of civil rights following World War II.
2. Recognize the postwar economic boom, greatly affected by advances in science, produced epic changes in American life.
3. Understand how the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
4. Understand why political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
5. Understand how a period of post-war prosperity allowed the United States to undergo fundamental social change.
6. Understand how emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration, and the expansion of Civil Rights forever changed the American landscape.

Big Ideas

Economic and Baby Boom

Flight to the Suburbs

Johnson's War on Poverty

We Shall Overcome--the Rights Revolution

Women's Lib and the ERA

Change is inevitable--Deal!

Rust Belt to Sun Belt

No more quotas--everyone welcome

Enduring Understandings

1. Following the Second World War, the United States experienced an economic and population boom which in turn led to movement from the cities to the suburbs.
2. President Johnson's Great Society Program changed life for most Americans.
3. Civil disobedience can be effective in bringing change but must beevaluated in terms of costs and benefits.
4. Government can right social and political wrongs and can change how people treat each other.
5. The successes of the Civil Rights Movement inspired other groups such as women, Native Americans, and Hispanics to seek equality.
6. Change is a constant of modern life, and the ability to adapt to change is an important attribute in modern life.

Content

Post War prosperity

Migration to the suburbs

Baby Boom

Dwight Eisenhower

John F. Kennedy

Lyndon Johnson

Richard Nixon

War on Poverty

The Great Society

Jim Crow Laws and Voter Discrimination

*Brown v. Board of Education*

Civil Rights Confrontations

- Montgomery Bus Boycott

- Little Rock Nine

- Freedom Rides

- Lunch Counter Sit-Ins

Martin Luther King, Jr.

Passive Resistance

Civil Disobedience

NAACP

CORE

SCLC

SNCC

Nation of Islam

Black Panthers

Civil Rights Act of 1964

Voting Rights Act of 1965

*Bakke v. Regents of University of California* and affirmative action

Women's Rights Movement -- NOW

Native American Movement -- AIM

Hispanic Migrant farmers -- UFW

Counterculture in the 1960s

Anti-War Movement

Second Vatican Council and impact on U.S. Catholics

Immigration and Nationality Act of 1965

Migration to the Sun Belt

Skills

1. Describe the major features of Johnson's Great Society Program and explain how it expanded the role of the federal government in providing public services, redistributing income, and promoting economic growth and stability.
2. Analyze and summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.
3. Trace the origins of the Civil Rights Movementidentifying earlier events including Jim Crow Laws, *Plessy v. Ferguson*, voting discrimination, Harlem Renaissance, and the experience of African-Americans in WWII.
4. Identify and summarize the ways that earlieroppression, discrimination and conflictshaped the perspective of African Americans in the 1950s and 1960s.
5. Describe and illustrate the major developments, controversies and consequences of the civil rights movement.
6. Describethe Supreme Court rulings in *Plessy v. Ferguson, Brown v. Board of Education,* and *Bakke v. California Board of Regents* and the terms of the 24th and 26th Amendments and explain how Supreme Court Decisions and amendments are evidence that the Constitution is a "living document."
7. Identify through research, how the perspectives of cultural groups helped create political action groups such as: the NAACP, NOW, AIM, and UFW.
8. Describe and illustrate the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion.
9. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences in terms of the Civil Rights Movement and Anti-Vietnam war protests.
10. Analyze the ways that ordinary individuals had extraordinary impact on effecting change in terms of the rights revolution and the war in Vietnam.
11. Analyze and synthesize the changes in goals and tactics of leading civil rights advocates and organizations.
12. Identify and summarize the linkages between the civil rights movement and movements to gain justice for other minority groups, especially women, Native Americans, and Hispanics.
13. Describe the characteristics of the counterculture movement of the 1960s and its impact on art, fashion, music, and attitudes; make inferences about connections between the counterculture movement, the rights revolution, and the anti-war movement.
14. Explainwhy and how the U.S. became involved in Southeast Asia in the 1950s and the factors that caused President Johnson to increase American commitment in the 1960s.
15. Explain connections between the Anti-war protests and the counterculture movement.
16. Explain how changes introduced by Vatican II impacted American Catholics.
17. Summarize the major changes and challenges in the decades of the 1950s and 1960s, make inferences about the effects of change on individuals and evaluate the extent to which change is good.
18. Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.
19. Explain how the relaxing of immigration quotas changed the population of the United States.
20. Describe and illustrate how American life in the postwar period was impacted by the postwar economic boom and by advances in science. Especially in reference to:
- medicine (e.g., polio vaccine, birth control pill, artificial heart valve, open-heart bypass, organ transplant, genetic engineering)
- communication (e.g., transistor, television, computers, Internet, mobile phones)
- nuclear energy (e.g., atomic weapons, nuclear power plants)
- transportation (e.g., passenger jet airplanes, catalytic converters in cars)
21. Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1970.
22. Identify and summarize the major contributions of the presidencies of Eisenhower, Kennedy, Johnson and Nixon

Essential Questions

1. To what extent did the post war economic and population boom affect the population distribution of the United States?
2. How did the Great Society Program expand government's role in providing public services, redistributing income, promoting economic growth and stability, and change life for most Americans?
3. Why can civil disobedience be effective in bringing about change?
4. To what extent can government right social and political wrongs and change how people treat each other?
5. To what extent was the Civil Rights Movement successful in achieving equality and how did it inspire other groups such as women, Native Americans, and Hispanics to see equality?
6. Realizing that change is a constant of modern life, why is important that we have the ability to adapt to change it?

Stage 2: Assessment Evidence

What Do I Know?

Diagnostic: Self Assessment

As a pretest, have students brainstorm a list of people, events, and developments they connect with the post war period of 1945 through the 1960s. Have students "pair-share" with a partner and identify common items on their lists.

Analyzing Census Data

Formative: Graphic Organizer

Working in cooperative groups, have students prepare a graphic organizer comparing and contrasting housing data from the 1940 U.S. Census with data from the 1950 and 1960 Censuses to determine the differences in population distribution in the Greater Cleveland area after the Second World War.

"I Have a Dream"

Formative: Reflective Writing

After having read or watched Dr. Martin Luther King's I Have A Dream speech, and evaluate whether the ideals of the speech have been realized in modern American society. Students will write a reflective paper answering the question: Has the dream been realized?

Civil Rights

Formative: Listening Task

Play recordings of Civil Rights Songs such as "We Shall Overcome," "Keep Your Eyes on the Prize" "We Shall Not Be Moved," and "I'm Gonna Sit at the Welcome Table" and have students discuss their responses to the songs and explain the relationship of the lyrics to the events in the Civil Rights Movement and the role of "protest music" in sparking change.

New Deal ~ Great Society

Formative: Written Assessment

Working in pairs, students will complete a graphic organizer comparing major New Deal programs with major programs of the Great Society; students should then identify ways in which Great Society programs expanded the New Deal, expanded the role of government, attempted to address the issues of poverty and economics, and impacted the lives of most Americans.

Changing Populations

Formative: Posters

Students will complete a poster project illustrating the changes in the U.S. population between 1960 and1970. The students will then attempt to explain this change in light of the Immigration and Nationality Act of 1965.

Players in the Civil Rights Movements

Formative: Graphic Organizer

Working in cooperative groups, students will complete a graphic organizer identifying the goals and tactics of major groups connected the Civil Rights Movement--NAACP, CORE, SCLC, SNCC, the Nation of Islam, and Black Panthers. Have students make inferences about the reasons why some groups were more militant than others and why protest movements often divide between moderates and extremists and give contemporary examples.

Looking at Consumerism

Formative: Report

Working in cooperative groups, students will prepare a report contrasting the increased consumerism of the post WW II period with the 1920s. (e.g., the advertising power of the television vs. the radio; advertisements of the periods.)

Lasting Effects of Vatican II

Formative: Essay

Have students write a reflective essay about Vatican Council II and the changes this brought to the Catholic Church and the response of the people of the time and its lasting impact on the Church.

Pulling It All Together!

Summative: Unit Exam

Students will respond to a series of objective questions and extended response questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, students will prepare a graphic organizer comparing and contrasting housing data from the 1940 US Census with data from the 1950 and 1960 Censuses to determine the differences in population distribution in the Greater Cleveland area after the Second World War.
2. Have students read or watch Dr. Martin Luther King's *I Have A Dream* speech and evaluate whether the ideals of the speech have been realized in modern American society. Extend the activity to consider the extent to which these ideals impacted other groups in American society.
3. Have students role play a state legislature debating the ratification of the Equal Rights Amendment.
4. Working in pairs, have students complete a graphic organizer comparing major New Deal programs with major programs of the Great Society; students should then identify ways in which Great Society programs expanded the New Deal, expanded the role of government, attempted to address the issues of poverty and economics, and impacted the lives of most Americans.
5. Working in cooperative groups, have students complete a graphic organizer identifying the goals and tactics of majorgroups connected to the Civil Rights Movement--NAACP, CORE, SCLC, SNCC, the Nation of Islam, and Black Panthers. Have students make inferences about the reasons why some groups were more militant than others and why protest movements often divide between moderates and extremists and give contemporary examples.
6. Have students read Martin Luther King Jr.'s "Letter from a Birmingham Jail." In a Socratic Seminar setting, have them discuss his passive resistance philosophy and tactics and compare them to the principles of civil disobedience.
7. Have students complete a map activity tracking the shift in population from the industrial centers of the North to the new population centers in the South.
8. Working in cooperative groups, have students contrast the increased consumerism of the post WW II period with the 1920s. (e.g., the advertising power of the television vs. the radio; advertisements of the periods.)
9. Have students write a reflective essay about Vatican Council II and the changes this brought to the Catholic Church and the response of the people of the time and its lasting impact on the Church.

Resources

* History of Jim Crow (<http://www.jimcrowhistory.org/history/history.htm>)

Technology Integration

Internet connection
United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
Power Point

Prezi.com

Podcasting

IMovie

Resources

***Suggested resources***

http://www.vlib.us/for primary source documents, especially link to video Kennedy-Nixon debate.

http://webpages.csus.edu/~ --Web quest on the Cuban Missile Crisis.

http://www.pbs.org/-- video clipsand teaching resources on the Civil Rights Movement.

http://folkmusic.about.com/--links to songs from the Civil Rights Movement.

http://www.pbs.org/ contains many teaching resources for Vietnam War, such as primary source documents (Johnson's speech on the Tonkin Gulf Incident) and many suggested learning activities.

*Eyes on the Prize* film series.

http://www.census.gov/ for census information for the 1940's-1970's.

http://www.ucopenaccess.org/course/view.php?id=82 -- has a full U.S. history online course; many short videos on unit topics; also many writing activities using primary source documents

See Links.

Resources

* Baby Boom Generation ([www.u-s-history.com/pages/h2061.html](http://www.u-s-history.com/pages/h2061.html))

Grades 9-12 Social Studies / History
U.S. History

9. Age of Limits and Conservativism (1970-1980)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Economics

Theme: Families Now and Long Ago, Near and Far Scarcity

11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

Summary

This unit will explore the political,economic and social events of the 1970s and 1980s with emphasis on Watergate's impact on presidential power and limits,"stagflation" and the energy crisis and environmental activism,and the conservative resurgence.

Unit Goals

1. Understandmajor historical patterns in the domestic affairs of the United States during the 20th century and explain their significance especially in terms of the expansion and limitation of Presidential power and role of government in the economy.
2. Knowhow the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.
3. Understand that policies and programs for resource management and conservation involve trade-offs between environmental quality and economic growth.
4. Understand the role of fiscal and regulatory policies in a mixed economyand theimpact of inflation on economic behavior.

Big Ideas

Watergatetopples Nixon

"Stagflation" and Energy Crisisdeflate prosperity

Environmental Activism--Hug a Tree, Save the Planet

Conservatives in Liberals out

"Reaganomics" Rules

Enduring Understandings

1. Watergateforced President Nixon from office, undermined American confidence in government and and in the Presidency, and challenged Americans to rethink limits on Presidential power.
2. Presidents Ford and Carter had difficulty leading the country through "stagflation" and an energy crisis.
3. During the 1970s Americans strengthened their efforts to address the nation's environmental problems, but we continue to struggle with balancing environmental concerns and industrial growth.
4. The election and Presidency of Ronald Reagan and later George Bush marked a new era of conservatism in American politics.
5. "Reaganomics" includedtax cuts, budget cuts, increased defense spending and deregulation; such policies and priorities affect government spending and budgeting today.

Content

Richard Nixon

Watergate--Bungled Burglary

Cover Up and "Executive Privilege"

Nixon's Downfall

Limits of Presidential Power

Effects of Watergate

President Gerald Ford

Jimmy Carter

Economic Woes--"Stagflation"

Energy Crisis--Energy Debate

Environmental Activism

Ronald Reagan

Conservative Resurgence

Conservative vs. Liberal Perspectives

"Reaganomics"

Crisis in the Middle East

Skills

1. Explain the Watergate Incident and analyze its consequences especially on Presidential power and attitudes of the American people toward government.
2. Analyze cartoons of the period for content and point of view
3. Interpret graphs and charts on the effects of inflation.
4. Analyze and synthesize how inflation and the energy crisis impacted the American way of life.
5. Describe and illustrate the goals of the environmental movement.
6. Analyze the assumptions behind the creation of the EPA and environmental legislation and assess their effectiveness in balancing environmental concerns and industrial growth.
7. Compare arguments for and against the development of alternative power sources (nuclear, solar, geothermal, wind), and develop an argument for or against expansion of government funding of development of alternative energy sources.
8. Construct a map of the Middle East labeling major countries, major cities, and bodies of water.
9. Identify and summarize how conservatives and liberals differ over issues related to the role of government, economic policies, and social issues.
10. Analyze and synthesize why many Americans were attracted to the conservative movement.
11. Evaluate how "Reaganomics" impacted the wealthy and the poor.
12. Support or refute the thesis that "Reaganomics" was good for the economy.
13. Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1970 and 1980.

Essential Questions

1. To what extent did Watergate impact American confidence in government and in the President, and to what extent should Presidential power be limited?
2. How did inflation and the energy crisis impact Americans, and to what extent were Presidents Ford and Carter able to solve the problems? How do these problems still plague us today?
3. Why should Americans be concerned about the environment, andhow do we balance environmental concerns and industrial growth?
4. How do liberals and conservatives differ on public policy issues, and to what extent did the economic policies of Presidents Reagan and Bush reflect the application of conservative principles?
5. To what extent was "Reaganomics" good for the economy, and how do spending, taxing, and regulatory issues continue to challenge us today?

Stage 2: Assessment Evidence

What Do I Know?

Diagnostic: Oral Assessment

Have students indicate what they know about the four presidents in this unit: Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan.

Watergate

Formative: Essay

Students will write an essay responding to: How did Watergate test the American system of government, and what were the positive and negative results for the nation as a whole?

Cost ~ Now and Then

Formative: Technology Project

Students use online sources to compare average prices of selected items (such as house, car, college education, gallon of gas, gallon of milk for 1950 and 2000) and measure the comparative worth of the dollar. Based on the data, students make inferences on effects of inflation.

Best Source of Energy?

Formative: Technology Project

Divide the class into groups and have students research the pros and cons of alternative energy sources--nuclear power, geothermal power, and wind power. Have them prepare an electronic presentation of their results to share with the class. Finally, have the class debate whether the government should expand federal funding of alternate energy development.

Effect of Watergate

Formative: Reflective Writing

Following the Socratic Seminar on the impact of Watergate, the fall of Nixon, and the lasting changes brought about to the presidency of the United States, have students write a reflective essay.

"Reaganomics"

Formative: Class Discussion

Have students use primary and secondary sources to debate "Reaganomics."

Pulling It All Together!

Summative: Unit Exam

Students will respond to a series of objective questions and extended response prompts addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Have students debate whether or not President Ford should have pardoned Richard Nixon.
2. Working in cooperative groups, have students examine graphs related to employment, inflation, and oil consumption from the 1950s to the 1990s (available in most texts or ancillary materials) to identify trends in the economy and make inferences about economic, social and political consequences.
3. Have students review principles of liberalism and conservatism in terms of "big government," "entitlements" and "tax/spend policies"; have them create an annotated timeline focusing on the rise and fall of conservatism reviewingthe period 1920-1980.
4. In a Socratic Seminar setting, have students discuss the impact of Watergate, the fall of Nixon, and the lasting changes brought about to the presidency of the United States.
5. Working in pairs, have students create an electronic presentation depicting the efforts to change the way Americans think about conservation.
6. Have students use primary and secondary sources to debate "Reaganomics."

Resources

* Federal Power: Lyndon B. Johnson and Ronald Reagan (<http://www.billofrightsinstitute.org/page.aspx?pid=661>)

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

Library of Congress site with Herblock political cartoons on Nixon and Watergate.

United Streaming Video --"History in the Making==1981" -- has a full U.S. history online course; many short videos on unit topics; also many writing activities using primary source documents.

See Links.

Resources

* Richard Nixon (watergate.info/nixon/)

Grades 9-12 Social Studies / History
U.S. History

10. Post Cold War United States (1991-present)

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Government

Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills

8. Individuals are accountable for their actions.

History

Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit will explore the issues facing the United States in the 1990s and the beginning of the new Millennium and the role of the United States in the world today with emphasis on the foreign policy challenges and the war on terrorism, the impact of globalization and technology, immigration patterns and the changing face of America and the future of entitlement programs.

Unit Goals

1. Understand the United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism, and the proliferation of nuclear weapons.
2. Know how immigration affects American society in terms of political affiliations, the educational system, language, labor practices, and religion.
3. Understand how improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
4. Understand the U.S. economy is not self-sufficient but is interdependent on trade and interaction with other countries.
5. Understand the United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

Big Ideas

Peacekeeper of the World

9/11 and the War on Terror

"You've got Mail"--computer and communication revolution

"Made in Bangladesh"--Globalization and the US economy

More service, less security--changes in the work force

Embrace diversity or build that wall

Enduring Understandings

1. The end of the Cold War did not lead to a new era of peace, but rather to a dangerous era of regional conflicts in which the U.S. assumed roles of peacekeeping and "police actions."
2. The attacks on September 11, 2001 profoundly changed America and fighting the "War on Terror" has challenged Americans to find ways to provide security yet maintain basic values and ideals.
3. Technological innovations have consequences, both intended and unintended, for a society.
4. Globalization hasmade nations increasingly dependent on each other with both positive and negative consequences for the US.
5. At the beginning of the 21st century, the American population has become increasingly diverse in both ethnic background and in age and these changes pose challenges.

Content

President George Bush, Sr.

Peacekeeping in Post Cold War World

Saddam Hussein

Iraq

Kuwait

Persian Gulf War

President Bill Clinton

"Ethnic Cleansing" and the Bosnia War

Globalization

North American Free Trade Agreement

President George W. Bush

Terrorism ~ homegrown, and imported

9/11

Afghanistan

Operation Iraqi Freedom

Technology in the Information Age

Immigration Acts of 1965 and 1990

Changing sources of immigration ~ Latino and Asian

Immigration Debate

The "greying" of America and its impact

Tough choices ~ social security, health care, education, welfare

Skills

1. Analyze and synthesize the extent to which the actions of President Bush, Sr. in the Persian Gulf and President Clinton's actions in Bosnia represented new directions in American foreign policy.
2. Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on September 11, 2001.
3. Analyze the response of President George W. Bush to the September 11th attacks in terms of options and consequences.
4. Identify and summarize how the post-Cold War period and the attacks on September 11, 2001 presented new challenges for the United States such as the
- instability produced by the demise of balance of power politics;
- changing role of the United States in global politics (e.g., preemptive wars);
- issues surrounding the control of nuclear weapons;
- broadening of terrorism; and dynamic of balancing national security with civil liberties.
5. Explain how globalization and free trade agreements such as NAFTA affected the U.S. economy and workers.
6. Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.
7. Interpret graphs and charts displaying data on the American economy and identify trends and make predictions about the effects of the growing service sector and declining manufacturing sector.
8. Identify and summarize how computers and other telecommunication technologies have impacted everyday life and predict how they might change life in the future.
9. Interpret graphs and charts on immigration and age demographics identifying trends and making inferences and predictions about the political, economic, and social effects.
10. Research a contemporary issue and write a letter to a Congressman or Senator proposing a course of action and explaining its intended consequences.

Essential Questions

1. To what extent should the United States attempt to be the "peacekeeper" and "policeman" in world affairs?
2. How did the events of 9/11 forever change the United States and the way it responds to terrorism?
3. To what extent are nations increasingly dependent on each other and what are ways to foster cooperation?
4. How have thecomputer and other telecommunications technologies impacted the quality of American life and how might it impact it in the future?
5. How do demographic changes, especially in ethnicity and age, impact American life and how should government respond to those changes?

Stage 2: Assessment Evidence

What Do You Know?

Diagnostic: Oral Assessment

Ask students to reflect on world events that have happened in the last 20 years and identify five issues that they consider most crucial that the United States faces today.

Reflections on September 11

Formative: Reflective Writing

After having the students interview adults about the terrorist attacks of September 11, 2001 and how those events presented the United States new political, national security and economic challenges have them write a reflective paper on the topic.

Research Project

Formative: Research Project

Have students select a contemporary issue (such as immigration, education, health care, poverty, social security, terrorism) and have them research the issue and the Catholic Church's Social Justice Teachings on the issue and then write a letter to their Congressman or Senator explaining their concerns and recommending a course of action to address the issue.

What is Your Dream for America?

Formative: Response Journal

Have students review Dr. Martin Luther King's "I Have a Dream" Speech from 1963 and rewrite their own "I Have a Dream" speech about their vision of the future United States.

What Have you Learned?

Summative: Unit Exam

Students will respond to a series of objective questions and extended response prompts addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Have students interview adults about the terrorist attacks of September 11, 2001 and how those events presented the United States new political, national security and economic challenges. Students will then present their findings to the class.
2. Discuss how average Americans were and are impacted by profound world events.
3. Have students look around their homes and write down the locations where items were made. Have them compare their results with the rest of the class and discuss how overseas competition and the shift from manufacturing to service industries have impacted the American economy .
4. Invite veterans of recent foreign wars to speak to classes about their experiences and challenges of serving in the U.S. military. Have the veterans discuss the role of the armed forces in providing for national security and advancing U.S. interests in the world.
5. Have students review Dr. Martin Luther King's "I Have a Dream" speech from 1963 and rewrite their own "I Have a Dream" speech about their vision of the future United States.

Technology Integration

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

United Streaming video *Marching into the Future*.

United Streaming video *Fighting Terrorism: the Immediate Legislative Impact of 9/11*.

Text and audio of Martin Luther King's "I Have a Dream Speech" http://www.americanrhetoric.com/speeches/mlkihaveadream.htm.

http://www.ucopenaccess.org/course/view.php?id=82 -- has a full US history online course; many short videos on unit topics; also many writing activities using primary source documents.

See Links.

Resources

* President George H. Bush (<http://millercenter.org/president/bush>)