

# Social Studies Curriculum Map

Volusia County Schools



United States History & United States History Honors  
2100310/NMB & 2100320/NMC

## UNDERSTANDING THE CURRICULUM MAPS

Everything begins with the purpose, the Organizing Principle. The OP is like a thesis statement in an essay. It provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an OP provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the measurement topics, curriculum standards and vocabulary that you teach should come back to the Organizing Principle in some way.

The Measurement Topics and the Curriculum Standards have been chunked together to allow for a Resource Page to immediately follow the standards/content. The Resource Page includes textbook alignment, Safari Montage links, websites, Document Based Question (DBQ) lesson plans, teacher hints, assessment and Florida Literacy activities aligned to the Florida Literacy standards. These are only examples of some of the items you can use to teach the unit.

Considering the Next Generation Sunshine State Standards please keep in mind the Department of Education has determined the content that will be delivered to students. Please find in the curriculum maps the pacing expected when delivering the content. Additionally, the Florida Literacy standards are complimentary to the NGSS standards we are expected to teach. Florida Literacy alignment is found on the Resource Page with example activities.

Teachers are encouraged to use a variety of resources to teach the content and skills to promote mastery of the content. The textbook should be merely one of the resources used. In the back of this curriculum map, you can find a list of essential questions organized by organizing principles, a glossary of the Item Writers Terms, higher level questioning strategies and basic Socratic Seminar instructions.

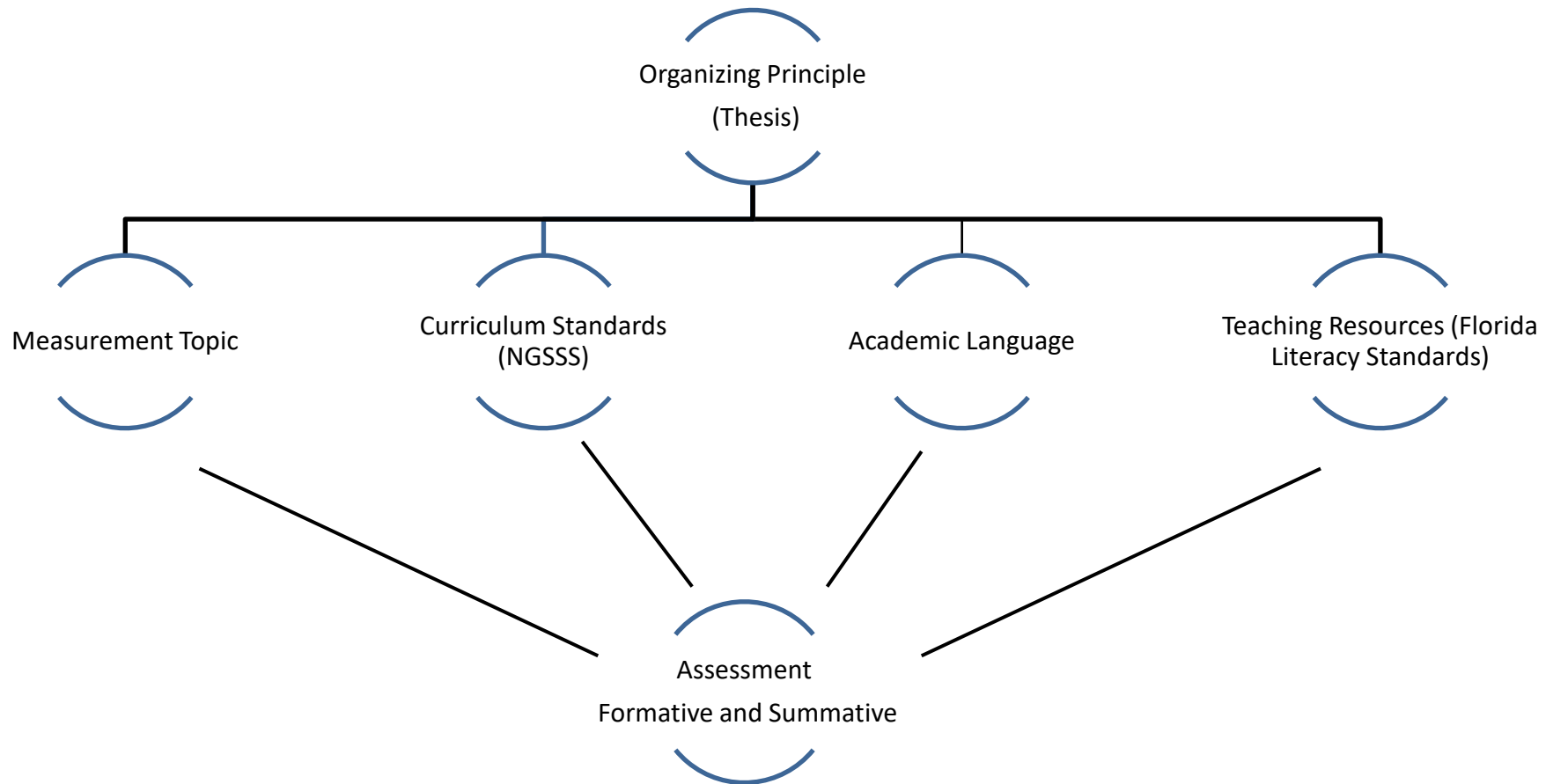
The mapping teams have done a great job on the maps but something important to know is the curriculum maps are not static documents; they are dynamic and open to revision. If you have questions or suggestions, please contact the Volusia County Social Studies Office.

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Volusia County Schools

Curriculum Map Revision Committee

# Social Studies Curriculum Mapping -TEACHING WITH A PURPOSE IN MIND-

## Next Generation Sunshine State Standards



## HONORS COURSE - Teacher and Student Expectations

Honors coursework is offered in high school to provide a more rigorous course of study for high school students. To this end, Honors level Social Studies teachers are expected to utilize a variety of instructional strategies / activities and students are expected to participate in more rigorous coursework to include the following:

- Instruction should be based on content / skills from the Volusia County Schools Curriculum Map. The course curriculum map should serve as the instructional guide, not a textbook or other resource.
- Use the unit Organizing Principle as your starting point: have it posted, and review it regularly with your students to provide them with a framework for instruction (remember, it's like a thesis in an essay) and a purpose for learning all the unit content. The same holds true for the Curriculum Standards you are focusing on each day. They should be visible and discussed before and after instruction.
- Social Studies Literacy Strategies should be utilized regularly (Cornell Notes or similar note-taking method, SOAPStone or APPARTS analysis tools, and PERSIA or G-SPRITE categorization tools).
- Activities should include Document-Based instruction (analytical reading and writing involving individual and collections of primary and secondary sources), methodology affecting the multiple intelligences and utilizing both individual and cooperative learning (e.g. Geography/History Alive lessons).
- Students should conduct research projects related to the Social Studies Fair
- Assessment should include both formative assessments “for learning” and summative assessments. Questions should include **Level 1** items that involve low order, foundational knowledge/skills; **Level 2** items require students to infer or draw conclusions; and **Level 3** questions require more abstract thought, thinking beyond the information at hand.
- Writing for Understanding is not only the name of a TCI strategy but is an essential element in the learning process. Students should be engaged in higher order writing on a regular basis, short and extended responses, more in-depth essays, and authentic writing. Students must be able to produce historical writing, that is, they must be able to take a position on a subject (thesis) and defend it with examples (facts) and sound reasoning (logic).
- Students should keep a Notebook as they help students organize information (previews, teacher directed activities, and process assignments), they provide cohesion and structure to a unit of study, and they place responsibility for learning on students (e.g. an AVID or Interactive Student Notebook).
- Teachers should assign, and students should complete targeted homework - students should be expected to complete homework regularly but homework shouldn't be assigned simply for the sake of giving homework. Homework can include preview or process activities, vocabulary/concept building, work related to projects, etc.
  - o Previews involve activating prior knowledge, preparing students for the next topic of instruction.
  - o Process activities relate to content/skills recently learned where students are involved in metacognition.

## Important Events Observed by Volusia County Social Studies Courses

September	<p><u>American Founders Month</u> All public and private educational institutions are to recognize and observe this occasion through appropriate programs, meetings, services, or celebrations in which state, county, and local governmental officials are invited to participate. All public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation's founding fathers. (H.B. 7069, Section 683.1455)</p>
Sept 18-22	<p><u>Constitution Week</u> All social studies courses will study one of the most important documents in United States history. Constitution Week commemorates the formation and signing of the U.S. Constitution by thirty-nine brave men on September 17, 1787, recognizing all who, are born in the U.S. or by naturalization, have become citizens. (Teachers will receive further instruction from content area specialist)</p>
September Last full week of the month	<p><u>Celebrate Freedom Week: FL Statute: 1003.421 Recitation of the Declaration of Independence.—</u> (1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty (4) Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. <b>History.—</b>s. 1, ch. 2002-213.</p>
September 15- October 15	<p><u>Hispanic Heritage Month</u> Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402. The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30 day period.</p>
November	<p><u>Native American Heritage Month</u> What started at the turn of the century as an effort to gain a day of recognition for the significant contributions the first Americans made to the establishment and growth of the U.S., has resulted in a whole month being designated for that purpose.</p>
November 11th	<p>Veterans Day - celebrates the service of all U.S. military veterans</p>
February	<p><u>Black History Month</u> February is "Black History Month," a time to commemorate African-Americans who have changed the world. Celebrating Black History began in 1926, when Dr. Carter G. Woodson, a Harvard Ph.D., initiated "Negro History Week." Dr. Woodson, a historian, chose the second week in February because it included the birthdays of Frederick Douglass and Abraham Lincoln. In 1976, the Bicentennial (200th birthday) of the U.S.A., the week-long observance was extended to the entire month of February in order to have enough time for celebratory programs and activities. (Teachers will receive further instruction from content area specialist)</p>

March	<p><u>Women's History Month</u>          Women's History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week." In 1987 after being petitioned by the National Women's History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as "Women's History Month." Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women's History Month. Since 1995, Presidents Clinton, Bush and Obama have issued a series of annual proclamations designating the month of March as "Women's History Month."</p>
March 25 <sup>th</sup>	<p>Medal of Honor Day - Public Law 101-564: Whereas the Medal of Honor is the highest distinction that can be awarded by the president, in the name of the congress, to members of the armed forces who have distinguished themselves conspicuously by gallantry and intrepidity at the risk of their lives above and beyond the call of duty...</p>
May Last Monday	<p>Memorial Day is a day of remembering the men and women who died while serving.</p>

<b>11<sup>th</sup> Grade US History Table of Contents</b>
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<b>Content</b>	<b>Suggested Time Frame</b>	<b>Page Number</b>
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OP 2: Agrarian to Industrial Transition and the Gilded Age	3 weeks/1 <sup>st</sup> Nine Weeks	Page 15-20
OP 3: Progressivism and Imperialism	4 weeks/ 1 <sup>st</sup> & 2 <sup>nd</sup> Nine Weeks	Page 21-26
OP 4: World War I and The Roaring 20s	4 weeks/ 2 <sup>nd</sup> Nine Weeks	Page 27-34
OP 5: The Great Depression and World War II	5 weeks/ 2 <sup>nd</sup> & 3 <sup>rd</sup> Nine Weeks	Page 35-41
OP 6: Cold War: 1950s-1970s	6 weeks/ 3 <sup>rd</sup> Nine Weeks	Page 42-48
OP 7: Civil Rights Movement	2 weeks/ 4 <sup>th</sup> Nine Weeks	Page 49-53
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<b>DIA</b>	<b>Draft Released on Canvas</b>	<b>Last day to review draft on Canvas</b>	<b>Window Opens/ Final released on Canvas</b>	<b>Suggested Test Dates</b>	<b>Final Date for Scanning</b>
DIA 1: Civil War and Reconstruction	August 21	August 28	September 7	September 12-14	September 14
DIA 2: Agrarian to Industrial Transition and Gilded Age	September 11	September 18	September 28	October 3-5	October 5
DIA 3: Age of Imperialism and Progressivism	October 9	October 16	October 26	October 31- November 2	November 2
DIA 4: World War I and the Roaring 20s	November 6	November 13	November 30	December 5-7	December 7
DIA 5: The Great Depression and World War II	January 8	January 15	January 25	January 30-February 1	February 1
DIA 6: The Cold War (1950s-1970s)	February 12	February 19	March 7	March 11-14	March 14
DIA 7: The Civil Rights Movement	March 5	March 12	March 29	April 3-5	April 5
DIA 8: Moving into the 21 <sup>st</sup> Century (1980s-Present)	April 9	April 16	April 12	April 17-19	April 19

Research and Inquiry Skills		Should be completed within Content Specific Material Year Long	
Measurement Topics	Curriculum Standards	Benchmarks	Academic Language
<b>Research and Inquiry Skills (Primary and Secondary Sources)</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</li> <li>• <b>Utilize</b> a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</li> <li>• <b>Utilize</b> timelines to identify the time sequence of historical data.</li> <li>• <b>Analyzed</b> how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</li> <li>• <b>Evaluate</b> the validity, reliability bias, and authenticity of currents events and internet resources.</li> <li>• <b>Use</b> case studies to explore social, political, legal, and economic relationships in history.</li> <li>• <b>Describe</b> various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</li> </ul>	<b>SS.912.A.1.1</b>	<p><b>REMEMBERING:</b> defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p> <p><b>UNDERSTANDING:</b> comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p> <p><b>APPLYING:</b> applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p> <p><b>ANALYZING:</b> analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates</p> <p><b>EVALUATING:</b> appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports</p> <p><b>CREATING:</b> categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes</p>
		SS.912.A.1.2	
		SS.912.A.1.3	
		SS.912.A.1.4	
		SS.912.A.1.5	
		SS.912.A.1.6	
		SS.912.A.1.7	
		<p>The standards in bold are identified by the state as being assessed on the EOC.</p>	





<b>Organizing Principle 1: Civil War and Reconstruction Era</b> <b>Reporting Category: Late Nineteenth and Early Twentieth Century 1860-1919</b>		<b>4 weeks / First Nine Weeks</b> <b>Suggested Dates: August 20<sup>th</sup> – September 14<sup>th</sup></b>	
<b>Measurement Topic: Reconstruction Era</b>			
<b>Benchmark</b>	<b>Curriculum Standard:</b>	<b>Students Will:</b>	<b>Academic Language</b>
SS. 912.A.2.2  SS.912.A.2.3  SS.912.A.2.4  SS.912.A.2.5  SS.912.A.2.6  SS.912.A.2.7  SS.912.A.3.13	<ul style="list-style-type: none"> <li>• <b>Assess</b> the influence of significant people or groups on Reconstruction.</li> <li>• <b>Describe</b> issues that divided the Republicans during the early Reconstruction era.</li> <li>• <b>Distinguish</b> the freedoms that were guaranteed to African Americans and other groups with the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution.</li> <li>• <b>Assess</b> how Jim Crow Laws affected the lives of African Americans and other racial/ethnic minorities.</li> <li>• <b>Compare</b> the effects of Black Codes and the Nadir (low point in race relations) on freed people; analyze the sharecropping system and debt peonage in the United States.</li> <li>• <b>Review</b> the Native American experience during this era.</li> <li>• <b>Examine</b> key events and peoples in Florida history as they relate to United States history.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the constitutional issues relevant to Reconstruction.</li> <li>- Identify the economic, political, and/or social consequences of Reconstruction.</li> <li>- Identify and/or categorize the influence of significant people or groups on Reconstruction.</li> <li>- Describe the issues that divided Republicans during the early Reconstruction era.</li> <li>- Identify the significance and/or impact of the thirteenth, fourteenth, and fifteenth amendments to the Constitution on African Americans and other groups.</li> <li>- Analyze and/or explain the various components of Jim Crow legislation and their effects on Southern minorities.</li> </ul>	<b>Reconstruction: radical</b> , scalawag, carpetbagger, Freedman’s Bureau, Civil Rights Act of 1866, Hiram Revels, “New South”/Solid South, Great Plains, buffalo soldiers, Sand Creek Massacre, Little Big Horn, Wounded Knee, Sioux Indians, Reconstruction Plans (Presidential/Radical/Congressional) Andrew Johnson, Radical Republicans, 13 <sup>th</sup> 14 <sup>th</sup> and 15 <sup>th</sup> Amendments, amnesty, Black Codes, civil rights, debt peonage, <b>Terrorism</b> , Grandfather Clause, impeachment, Jim Crow, literacy test, lynching, Ku Klux Klan, poll tax, segregation, sharecropping, Indian Wars, Dawes Act, Homestead Act of 1862, assimilation, reservation system, Ulysses S. Grant, Rutherford B. Hayes, Compromise of 1877, <b>nadir</b> , <i>Plessy v. Ferguson</i>

		<p>- Explain how Jim Crow laws circumvented the intent and meaning of the thirteenth, fourteenth, and fifteenth amendments.</p> <p>- Identify settlement patterns in the American West, the reservation system, and/or the tribulations of the Native Americans from 1865-90.</p>	
<b>Resources</b>	<b>Civil War and Reconstruction</b>		
<b>Textbook</b>	<p><i>United States History and Geography Modern Times</i> McGraw Hill  Chapter 1, Lessons 3-5  Chapter 2, Lesson 3 (Native American Experience)  Gateway to U.S. History – Chapters 1-3</p>		
<b>Safari Montage</b>	<p>The African Americans: Many Rivers to Cross with Henry Louis Gates, Jr.: Into the Fire 1861-1896  Causes of the Civil War, The Civil War, Reconstruction and Segregation (all from Schlessinger Media)  Ken Burns “The Civil War”, PBS  America: Story of Us – Divisions and Civil War Episodes  19<sup>th</sup> Century Turning Points in US History: Episode 5: 1861-1865 (Ambrose Video)</p>		
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a>  Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a> (30 Day Free Trail, Requires Membership)  Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a>  YouTube: <a href="https://www.youtube.com/watch?v=3NXC4Q_4JVg">Crash Course U.S. History</a> (Episodes 18-22)  Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a>  Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a>  <a href="http://www.teachertube.com/">http://www.teachertube.com/</a>  <a href="http://www.Pbs.org">www.Pbs.org</a>  <a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a>  <a href="http://www.Teachervision.com">www.Teachervision.com</a>  <a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a>  TED-ED Talk: Atlantic Slave Trade <a href="https://www.youtube.com/watch?v=3NXC4Q_4JVg">https://www.youtube.com/watch?v=3NXC4Q_4JVg</a>  Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a>  CPalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></p>		

	<p>Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a>  Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a>  US History: <a href="http://www.USHistory.org">www.USHistory.org</a>  Ted Talks: History v. Andrew Jackson <a href="https://www.youtube.com/watch?v=gx5IyumKmD">https://www.youtube.com/watch?v=gx5IyumKmD</a></p>
<b>DBQ Binder History Alive!</b>	<p><b>DBQ</b></p> <ul style="list-style-type: none"> <li>• What Caused the Civil War? (US History DBQ Binder)</li> <li>• Why was the Battle of Gettysburg a Turning Point? (Mini-Q Volume 1)</li> <li>• North or South: Who Killed Reconstruction? (Mini-Q Volume 1)</li> <li>• Civil War: Reasons for Secession; <a href="http://www.mvisd.com/vimages/shared/vnews/stories/56ef66a13ceee/civil_war_dbq_cause.pdf">http://www.mvisd.com/vimages/shared/vnews/stories/56ef66a13ceee/civil_war_dbq_cause.pdf</a></li> </ul> <p><b>History Alive!</b> Civil War and Reconstruction Binder</p>
<b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b>	<ul style="list-style-type: none"> <li>• Although this section is designated as a “review,” questions on the EOC have covered material from this organizing principle.</li> <li>• Items may assess short- and/or long-term consequences of the Civil War.</li> <li>• Items may assess the role of the Radical Republicans in Reconstruction.</li> <li>• Items referring to Jim Crow laws may include the Black Codes, the Nadir, sharecropping, debt peonage, and the loss of suffrage.</li> <li>• Items addressing the causes and consequences of the Civil War will use historical documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables, photographs, posters, and political cartoons).</li> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> </ul>
<b>CPALMS Resources</b>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> <li>4. Click resource attached to standard for further information</li> </ol> <p>SS.912.A.2.1- Text resource, Unit/Lesson Sequence, Lesson Plan, Tutorials, Student Resource  SS.912.A.2.2- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource  SS.912.A.2.3- Lesson Plan, Tutorial, Assessment, Student Resource  SS.912.A.2.4- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource  SS.912.A.2.5- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource</p>

	<p>SS.912.A.2.6- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource</p> <p>SS.912.A.2.7- Lesson Plan, Tutorial, Assessment, Student Resource</p> <p>SS.912.A.3.13- Tutorial, Student Resource</p>
<b>Assessment/ Data Collection Tools</b>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> <li>• Florida Virtual School U.S. History Diagnostic Test</li> <li>• County Created Diagnostic Exams</li> </ul>
<b>Florida Literacy Standards</b>	<b>Florida Literacy Activities</b>
<p><b>Reading: 1,9</b> (LACC.1112.RH.1.1) (LACC.1112.RH.3.9)</p> <p><b>Writing: 1,2,4</b> (LACC.1112.WH.1.1) (LACC.1112.WH.1.2) (LACC.1112.WH.2.4)</p> <p><b>Reading: 1,6,10</b> (LACC.1112.RH.1.1) (LACC.1112.RH.2.6) (LACC.1112.RH.4.10)</p> <p><b>Writing: 1,3,9</b> (LACC.1112.WH.1.1) (LACC.1112.WH.1.3) (LACC.1112.WH.3.9)</p>	<p>Utilizing the above DBQ's or any DBQ source will incorporate the Common Core State Standards listed to the left.</p> <p><i>Emancipation Proclamation:</i> Students read document. Students discuss political, social, and military implications and analyze meaning of the Emancipation Proclamation. Students individually adopt the viewpoint of a citizen, soldier, slave, slave owner or politician and write an argumentative essay trying to explain their point of view.</p>
	<b>Additional Instructional Activities</b>
	<ul style="list-style-type: none"> <li>• Label a U.S. map to identify states in the Union, Confederacy, and the Border States.</li> <li>• Compare the advantages and disadvantages between the North and the South prior to the Civil War (Venn diagram).</li> <li>• Socratic Seminar over the Gettysburg Address (See Appendix or visit <a href="http://www.learnnc.org/lp/editions/paideia/6944">http://www.learnnc.org/lp/editions/paideia/6944</a> for ideas)</li> <li>• Debate “To what extent was the existence of slavery in the United States the cause of the Civil War?”</li> <li>• Nystrom U.S. History Atlas Activities</li> <li>• Debate “Did Southerners Have the Right to Secede?”</li> <li>• Create a graphic organizer showing the effects of the Civil War politically, economically, and socially</li> <li>• Summarize the importance of the Battles of Antietam, Gettysburg, and Vicksburg.</li> <li>• Write an editorial from the view of a carpetbagger, scalawag, or an African-American freedman</li> <li>• Create a cause and effect chart on the civil war amendments.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Analyze images of Black Codes and Jim Crow Laws in use and discuss how these affected African Americans at that time and in the years to come.</li><li>• Play a collection of Civil War songs along with their lyrics and have students create level questions (search YouTube for Union and Confederate songs: <a href="https://www.youtube.com/watch?v=COObyW3xoPc">https://www.youtube.com/watch?v=COObyW3xoPc</a>)</li><li>• Suggestion for Civil War Webquest: <a href="https://sites.google.com/site/mrstevensoncivilwarwebquest/home">https://sites.google.com/site/mrstevensoncivilwarwebquest/home</a></li><li>• Create a cause and effect chart regarding the many compromises that led up to the Civil War (<a href="http://mrkash.com/activities/compromise.html">http://mrkash.com/activities/compromise.html</a>)</li><li>• Read and interpret the experiences of various Native Americans/tribes from primary and secondary sources.</li><li>• Watch the History on Native American Tribes: <a href="http://vsod.volusia.k12.fl.us/?a=5694&amp;d=00012AA">http://vsod.volusia.k12.fl.us/?a=5694&amp;d=00012AA</a></li></ul> |
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<b>Organizing Principle 2: Agrarian to Industrial Transition and Gilded Age</b> Reporting Category: Late Nineteenth and Early Twentieth Century 1860-1919		<b>3 weeks/ First Nine Weeks</b> <b>Suggested Dates: September 17<sup>th</sup> – October 5<sup>th</sup></b>	
<b>Measurement Topic: Agrarian to Industrial Transition</b>			
Benchmark	Curriculum Standards	Students Will:	Academic Language
SS.912.A.3.1  SS.912.A.3.2  SS.912.A.3.3  SS.912.A.3.4  SS.912.A.3.6  SS.912.A.3.13  The standards in bold are identified by the state as being assessed on the EOC.	<ul style="list-style-type: none"> <li>• <b>Analyze</b> the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800s.</li> <li>• <b>Examine</b> the social, political, and economic causes, course and consequences of the second Industrial Revolution that began in the late 19<sup>th</sup> Century.</li> <li>• <b>Compare</b> the first and second Industrial Revolutions</li> <li>• <b>Determine</b> how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</li> <li>• <b>Analyze</b> changes that occurred as the United States shifted from an agrarian to an industrial society.</li> <li>• <b>Examine</b> key events/peoples in FL history as they relate to US history.</li> </ul>	-Analyze and/or explain the causes of the economic challenges faced by American farmers.  -Identify strategies used by farmers to address the economic challenges of the late 1800s.  -Analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution.  -Explain and/or evaluate the significance of events, movements, and people in American society prior to and/or during the Second Industrial Revolution.  -Analyze and/or evaluate the human experience during the	<p><b><u>Agrarian to Industrial:</u> populism, Grange, inflation, Interstate Commerce Act of 1886, Farmers’ Alliance, Gold and Silver Standard, William Jennings Bryan, Cornelius Vanderbilt, Union and Central Pacific, Transcontinental Railroad, J.P. Morgan, Bessemer Process, Andrew Carnegie, Vertical Integration, U.S. Steel, John D. Rockefeller, Standard Oil Trust, Horizontal Integration, Sherman Antitrust of 1890, laissez-faire, capitalism, Sherman Silver Purchase Act of 1894, urbanization, urban centers, Populist Party, agricultural surplus, monopolies/trusts, “Cross of Gold,” Homestead Act of 1862, Second Industrial Revolution, industrialization</b></p> <p><b><u>Florida History:</u> Henry Morrison Flagler, Florida East Coast Railroad, Florida A&amp;M University, Everglades</b></p>

		<p><b>Second Industrial Revolution.</b></p> <p>-Identify the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society.</p> <p>-Explain the impact of key events and peoples in Florida history related to the Second Industrial Revolution.</p>	
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Organizing Principle 2: Agrarian to Industrial Transition and Gilded Age Reporting Category: Late Nineteenth and Early Twentieth Century 1860-1919		3 Weeks/First Nine Weeks Suggested Dates: September 17 <sup>th</sup> – October 5 <sup>th</sup>	
Measurement Topic: Gilded Age			
Benchmark	Curriculum Standards	Students Will:	Academic Language
SS.912.A.3.5  SS.912.A.3.7  SS.912.A.3.10	<ul style="list-style-type: none"> <li>• <b>Identify</b> significant inventors of the Industrial Revolution including African Americans and women.</li> <li>• <b>Compare</b> the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).</li> <li>• <b>Review</b> different economic and philosophic ideologies.</li> </ul>	<p>-Identify the significant inventors of the Second Industrial Revolution.</p> <p>- Compare and/or contrast the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution.</p>	<p><b>The Gilded Age: industrialization</b>, Second Industrial Revolution, Samuel Morse, Thomas Edison, Alexander Graham Bell, Madame CJ Walker, <b>Americanization</b>, immigration, “New” Immigrants vs. “Old” Immigrants, “Melting Pot,” <b>nativism</b>, Ellis Island, Angel Island, <b>Social Darwinism</b>, Chinese Exclusion Act of 1882, Gospel of Wealth, child labor, labor unions, American Federation of Labor, Knights of Labor, yellow-dog contracts, Eugene Debs, Samuel Gompers, Terrence Powderly, Jacob Coxey, <b>free enterprise</b>, market economy, Andrew Carnegie, John D. Rockefeller, philanthropy, Haymarket Riot of 1886, Homestead Strike of 1892, Pullman Strike of 1894, Ulysses S. Grant, Rutherford B. Hayes, James Garfield, Chester Arthur, Grover Cleveland, William McKinley, political machine, Boss Tweed, Tammany Hall, Thomas Nast, lockout, tenement, Gentlemen’s Agreement, Great Migration</p>
Resources	Agrarian to Industrial Transition and The Gilded Age		
<b>Textbook</b>	<i>United States History and Geography Modern Times</i> McGraw Hill Chapter 2, Lessons 1&2 Chapter 3 Lessons 1-4 Chapter 4, Lessons 1-5 Gateway to U.S. History Chapter 4,5,6		
<b>Safari Montage</b>	The Men Who Built America (various titles) ( A&E) Urbanization and Industrialization 1870-1910 (Schlessinger Media) America: Story of Us – Heartland Episode 19th Century Turning Points in U.S. History: 1882-1898 World War I Technology		

	The West: Geography of Hope
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fl DOE.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fl DOE.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a></p> <p>Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a></p> <p>Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p>YouTube: <a href="https://www.youtube.com/watch?v=CrashCourseU.S.History">Crash Course U.S. History</a> (Episodes 23-26)</p> <p>Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a></p> <p>Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a></p> <p><a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p> <p><a href="http://www.Pbs.org">www.Pbs.org</a></p> <p><a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a></p> <p><a href="http://www.Teachervision.com">www.Teachervision.com</a></p> <p><a href="http://www.Edsitement.net">www.Edsitement.net</a></p> <p>Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>CPalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></p> <p>Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a></p> <p>Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a></p> <p>US History: <a href="http://www.USHistory.org">www.USHistory.org</a></p>
<b>DBQ Binder History Alive!</b>	<p><b>DBQ</b></p> <p>The Philanthropy of Andrew Carnegie: Did it make him a hero? (Mini-Q volume 2)</p> <p><b>History Alive!</b></p> <p>The Rise of Industrial America Binder</p>
<b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b>	<ul style="list-style-type: none"> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> <li>• Items assessing the Second Industrial Revolution may include inventions, industrial developments, entrepreneurs, monopolies, government policies, and labor movements.</li> <li>• Items assessing the human experience during the Second Industrial Revolution may include the impact of massive immigration, the increase of urbanization, the rise of the political machine, and the influence of social reform movements on American society.</li> <li>• Items assessing the Second Industrial Revolution are limited to the time period from 1865–1910.</li> <li>• Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</li> </ul>

	<ul style="list-style-type: none"> <li>Items assessing key events and peoples in Florida history are limited to the impact of Henry Flagler and the completion of the Florida East Coast Railroad in the development of the Florida Gold Coast.</li> </ul>
<p><b>CPALMS Resources</b></p>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>Click the live link above (paste into address bar if live link is not available)</li> <li>Input standard within search field</li> <li>Click search</li> <li>Click resource attached to standard for further information</li> </ol> <p>SS.912.A.3.1- Lesson Plan, Tutorial, Assessment, Student Resource                  SS.912.A.3.2- Lesson Plan, Tutorial, Assessment, Student Resource                  SS.912.A.3.3- Tutorial, Student Resource                  SS.912.A.3.4- Text Resource, Tutorial, Assessment, Student Resource                  SS.912.A.3.5- Lesson Plan, Tutorial, Student Resource                  SS.912.A.3.6- Lesson Plan, Tutorial, Assessment, Student Resource                  SS.912.A.3.7- Lesson Plan, Tutorial, Student Resources                  SS.912.A.3.10- Teaching Idea, Lesson Plan                  SS.912.A.3.13- N/A</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>Formative Assessments</li> <li>DBQs (Writing Samples)</li> <li>Common Assessments Created by PLC</li> <li>Florida Virtual School U.S. History Diagnostic Test</li> <li>County Created Diagnostic Exams</li> </ul>
<p><b>Florida Literacy Standards</b></p>	<p><b>Florida Literacy Activities</b></p>
<p><b>Reading: 1</b> (LACC.1112.RH.1.1)</p> <p><b>Reading: 1, 4, 5</b> (LACC.1112.RH.1.1) (LACC.1112.RH.2.4) (LACC.1112.RH.2.5)</p> <p><b>Writing: 9</b> (LACC.1112.WH.3.9)</p> <p><b>Reading: 4, 5</b> (LACC.1112.RH.2.4) (LACC.1112.RH.2.5)</p> <p><b>Writing: 9</b> (LACC.1112.WH.3.9)</p>	<p>Analyze Political Cartoon – <b>Thomas Nast</b></p> <p>Describe the Federal government between 1877 – 1897.</p> <p>Analyze Thomas Nast’s political cartoon “The Bosses of the Senate”</p>

<p><b>Reading: 1</b> (LACC.1112.RH.1.1) <b>Writing: 8, 9</b> (LACC.1112.WH.3.8) (LACC.1112.WH.3.9)</p> <p><b>Reading: 6, 7</b> (LACC.1112.RH.2.6) (LACC.1112.RH.3.7) <b>Writing: 9</b> (LACC.1112.WH.3.9)</p>	<p>Debate “Were Industrialists Robber Barons or Captains of Industry”?</p> <p>Use a graphic organizer to compare and contrast the new and old immigrants of the Gilded Age.</p>
<p><b>Additional Instructional Activities</b></p>	
	<ul style="list-style-type: none"> <li>• Utilize primary source literature from time period such as Emma Lazarus’ poem “The New Colossus” and Thomas Aldrich’s poem “Unguarded Gates” to show multiple perspectives on immigration.</li> <li>• Nystrom U.S. History Atlas Activities</li> <li>• Publish a newspaper about the rise of Industrial America.</li> <li>• Read William Jennings Bryan’s “Cross of Gold” speech to identify Populist Party objectives.</li> <li>• Create a graphic organizer describing legislation produced during this time and its effects.</li> <li>• Display a picture of the Haymarket Riot and have students write a narrative as if they were one of the participants of the Haymarket Riot (see, hear, smell, feel, etc).</li> <li>• Group project analyzing the curriculum standards and academic language.</li> <li>• Compare/Contrast immigrant experiences coming through Ellis Island and Angel Island.</li> </ul>

<b>Organizing Principle 3: Progressivism and Age of Imperialism</b> <b>Reporting Category: Late Nineteenth and Early Twentieth Century 1860-1919, Global Military, Political, and Economic Challenges, 1890-1940</b>		<b>4 weeks / First Nine Weeks</b> <b>Suggested Dates: October 8<sup>th</sup> – November 2<sup>nd</sup></b>	
<b>Measurement Topic: Progressivism</b>			
<b>Benchmarks</b>	<b>Curriculum Standards</b>	<b>Students Will:</b>	<b>Academic Language</b>
SS.912.A.3.8  SS.912.A.3.9  SS.912.A.3.11  SS.912.A.3.12  SS.912.A.3.13	<ul style="list-style-type: none"> <li>• <b>Examine</b> the importance of social change and reform in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches providing services to the poor).</li> <li>• <b>Examine</b> causes, course, and consequences of the labor movement in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</li> <li>• <b>Analyze</b> the impact of political machines United States cities in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</li> <li>• <b>Compare</b> how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</li> <li>• <b>Examine</b> key events/peoples in FL history as they relate to US history.</li> </ul>	<p>-Explain the impact of social change and reform movements in the late nineteenth and early twentieth centuries.</p> <p>-Analyze and/or evaluate the human experience during the Second Industrial Revolution.</p> <p>-Describe the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.</p>	<p><b>Progressive: Progressivism</b>, Theodore Roosevelt, muckrakers, National Women Suffrage Association, political machines, Social Gospel, settlement houses, Jane Addams, Ida Tarbell, Jacob Riis, Lewis Hine, Thomas Nast, Florence Kelley, Upton Sinclair, child labor laws, initiative/referendum/recall, temperance, Women Christian Temperance Union, trustbusting, conservation, William Howard Taft, Woodrow Wilson, Booker T. Washington, W.E.B. Dubois, NAACP, 16-19<sup>th</sup> Amendment, Clayton Anti-Trust Act of 1913, Rober LaFollete, secret ballot, direct primary, Meat Inspection Act, Susan B. Anthony, Carrie Chapman Catt, Alice Paul, Pure Food and Drug Act, suffrage movement</p>

<b>Organizing Principle 3: Progressivism and Age of Imperialism</b> Reporting Category: Late Nineteenth and Early Twentieth Century 1860-1919, Global Military, Political, and Economic Challenges, 1890-1940		4 weeks / First Nine Weeks Suggested Dates: October 8 <sup>th</sup> – November 2 <sup>nd</sup>	
<b>Measurement Topic: Age of Imperialism</b>			
<b>Benchmarks</b>	<b>Curriculum Standards</b>	<b>Students Will:</b>	<b>Academic Language</b>
SS.912.A.4.1  SS.912.A.4.2  SS.912.A.4.3  SS.912.A.4.4  SS.912.A.4.11  The standards in bold are identified by the state as being assessed on the EOC	<ul style="list-style-type: none"> <li>• <b>Analyze</b> the major factors that drove United States to build an empire.</li> <li>• <b>Explain</b> the motives of the United States acquisition of the territories.</li> <li>• <b>Examine</b> causes, course, and consequences of the Spanish American War.</li> <li>• <b>Analyze</b> the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</li> <li>• <b>Examine</b> key events and peoples in Florida history as they relate to United States history.</li> </ul>	-Analyze the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated American imperialism in the late nineteenth and early twentieth centuries.  -Compare and/or contrast imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries.  -Describe the role of the media in promoting the Spanish-American War. Students will trace the origin, course, and/or consequences of the Spanish-American War.  Identify the issues, challenges, and/or problems that were raised in the governing of a	<p><b>Early Imperialism:</b> Seward’s Folly, Turner Thesis, William McKinley, Queen Liliuokalani, annexation, Anti-Imperialism League, Social Darwinism, Great White Fleet, Alfred Thayer Mahan, Imperialism, expansionism, “White Man’s Burden”</p> <p><b>Spanish American War:</b> Treaty of Portsmouth of 1905, Commodore Dewey, Manila Bay, U.S.S. Maine, DeLôme letter, Rough Riders, buffalo soldiers, <b>yellow journalism</b>, sensationalism, William Hearst, Joseph Pulitzer, Philippines, Platt Amendment, Teller Amendment, Emilio Aguinaldo, guerrilla warfare</p> <p><b>American Imperialism:</b> Theodore Roosevelt, big-stick diplomacy, William Howard Taft, dollar diplomacy, Woodrow Wilson, moral diplomacy, Panama Canal, yellow fever, jingoism, Open Door Policy, Roosevelt Corollary, sphere of influence, Boxer Rebellion, <b>American Exceptionalism</b></p> <p><b>Florida History:</b> Vincent Martinez Ybor, Ybor City, Jose Marti, “Camp Cuba Libre,” Henry Plant’s Transportation network, William Sherman Jennings, Mary Mann Jennings, Everglades National Park, Napoleon Bonaparte Broward</p>

		<p>United States overseas empire.</p> <p>-Identify the motivations and/or obstacles faced by the United States in the construction of the Panama Canal</p> <p>-Explain the impact of key events and peoples in Florida history.</p>	
<b>Resources</b>	<b>Age of Imperialism and Progressivism</b>		
<b>Textbook</b>	<p><i>United States History and Geography Modern Times</i> McGraw Hill</p> <p>Chapter 6, Lessons 1-3 (Progressive Movement)</p> <p>Chapter 5, Lessons 1-3 (Becoming a World Power)</p> <p>Gateway to U.S. History Chapters 7,8</p>		
<b>Safari Montage</b>	<p>The Spanish American War (A&amp;E) – pay attention to US Prepares for War with Spain, USS Maine, and The Philippines</p> <p>American Becomes a World Power: The Spanish American War</p> <p>The African Americans: Many Rivers to Cross with Henry Louis Gates, Jr.: Making a Way Out of No Way 1897-1940</p> <p>America Story of Us –Cities Episode</p> <p>Panama Canal (A&amp;E)</p> <p>America in the 20<sup>th</sup> Century (Media Rich Learning)</p>		
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a></p> <p>John F. McDonnell - The Century: America's Time (1999) [ABC TV Documentary] <a href="https://www.youtube.com/channel/UCFfxRKRfDWCVLRUilfFxGDQ">https://www.youtube.com/channel/UCFfxRKRfDWCVLRUilfFxGDQ</a></p> <p>Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a></p> <p>Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p>YouTube: <a href="https://www.youtube.com/watch?v=PL47F868B521713645">Crash Course U.S. History</a> (Episodes 27-29)</p> <p>Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a></p> <p>Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a></p> <p><a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p> <p><a href="http://www.Pbs.org">www.Pbs.org</a></p> <p><a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a></p> <p><a href="http://www.Teachervision.com">www.Teachervision.com</a></p>		

	<p><a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a>  Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a>  Cpalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a>  Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a>  Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a>  US History: <a href="http://www.USHistory.org">www.USHistory.org</a></p>
<b>DBQ Binder History Alive!</b>	<p><b>DBQ</b></p> <ul style="list-style-type: none"> <li>• Should the United States Have Annexed the Philippines? (Mini-Q Volume 2)</li> <li>• Progressivism: Where Will You Put Your Million Dollars? (Mini-Q Volume 2)</li> </ul> <p><b>History Alive!</b></p> <ul style="list-style-type: none"> <li>• The United States Coming of Age: 1890-1920</li> <li>• The Rise of Industrial America</li> </ul>
<b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b>	<ul style="list-style-type: none"> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• Items assessing the economic, military, and security motivations of the United States may reference the growth of the United States Navy or refer to The Influence of Sea Power upon History by Alfred T. Mahan.</li> <li>• Items are limited to the time period 1890–1920. Items assessing key events and peoples in Florida history are limited to the role of Florida in the Spanish-American War.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> <li>• For Women’s Suffrage, utilize the movie “Iron Jawed Angels” to spark discussion of women’s suffrage activists.</li> </ul>
<b>CPALMS Resources</b>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> <li>4. Click resource attached to standard for further information</li> </ol> <p>SS.912.A.3.8- Lesson Plan, Tutorial, Student Resource  SS.912.A.3.9- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource  SS.912.A.3.11- Lesson Plan, Tutorial, Student Resource  SS.912.A.3.12- Lesson Plan, Text Resource, Presentation, Tutorial, Assessment, Presentation/Slideshow, Student Resource  SS.912.A.3.13- Tutorial, Student Resource  SS.912.A.4.1- Lesson Plan,  SS.912.A.4.2- Lesson Plan, Text Resource  SS.912.A.4.3- Lesson Plan  SS.912.A.4.4- N/A</p>



	SS.912.A.4.11- N/A
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> <li>• Florida Virtual School U.S. History Diagnostic Test</li> <li>• County Created Diagnostic Exams</li> </ul>
<b>Florida Literacy Standards</b>	<b>Florida Literacy Activities</b>
<p><b>Reading: 1</b> (LACC.1112.RH.1.1)</p> <p><b>Reading: 1,9</b> (LACC.1112.RH.1.1) (LACC.1112.RH.3.9)</p> <p><b>Writing: 1,4</b> (LACC.1112.WH.1.1) (LACC.1112.WH.2.4)</p> <p><b>Reading: 2,4</b> (LACC.1112.RH.1.2) (LACC.1112.RH.2.4)</p> <p><b>Writing: 6,7,9</b> (LACC.1112.WH.2.6) (LACC.1112.WH.3.7) (LACC.1112.WH.3.9)</p> <p><b>Reading: 1,9</b> (LACC.1112.RH.1.1) (LACC.1112.RH.3.9)</p> <p><b>Writing: 4,9</b> (LACC.1112.WH.2.4) (LACC.1112.WH.3.9)</p> <p><b>Reading: 2,8</b> (LACC.1112.RH.1.2) (LACC.1112.RH.3.8)</p> <p><b>Writing: 2,5</b> (LACC.1112.WH.1.2) (LACC.1112.WH.2.5)</p>	<p>Reading – <b>“How the Other Half Lives”</b></p> <p>Utilizing the above DBQ’s or any DBQ source will incorporate the Common Core State Standards listed to the left.</p> <p><i><u>Puck Cartoons:</u></i> Students will analyze a series of Puck cartoons that the students had to research on the internet and find. Students will compare the differing viewpoints on American imperialism based on the cartoons they found and write a reflection based off the evidence from their cartoons. Students will create a cartoon reflecting their own personal viewpoint on American imperialism.</p> <p>Utilizing the above DBQ’s or any DBQ source will incorporate the Common Core State Standards listed to the left.</p> <p><i>Writing About History: Writing a Narrative Essay (refer to textbook p.326)</i></p>
	<b>Additional Instructional Activities</b>
	<ul style="list-style-type: none"> <li>• Read excerpts from <i>The Jungle</i> and illustrate.</li> <li>• Analyze Kipling’s “White Man’s Burden”.</li> <li>• Create a movie poster for Progressive Leaders.</li> <li>• Compare and Contrast Progressive Presidential Policies.</li> <li>• Nystrom U.S. History Atlas Activities</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Read information on Triangle Shirtwaist Factory Fire and have students answer text dependent questions.</li><li>• Examine pictures from Jacob Riis and Lewis Hine and describe the impact of industrialization on society and the effect of progressive reformers.</li><li>• On a world map, label the countries affected by American Imperialism.</li><li>• Either create a timeline or use the timeline in the accompanying workbook (page 89) to illustrate imperialistic events.</li><li>• Create a three-column chart comparing the various foreign policies used by Roosevelt, Taft, and Wilson towards Latin America or use the accompanying workbook (page 92).</li><li>• Jigsaw activity utilizing Chapter 11</li><li>• Webquest on Spanish American War (<a href="http://edsitement.neh.gov/student-resource/spanish-american-war-webquest">http://edsitement.neh.gov/student-resource/spanish-american-war-webquest</a>) or students can create their own webquest.</li><li>• Students can make sensationalized newspaper headlines and stories about imperialistic events.</li><li>• VENN Diagram using W.E.B. DuBois and Booker T. Washington</li><li>• Analyze imperialist cartoons<br/>(<a href="https://drive.google.com/a/historymama.com/file/d/0B_cr3ISw7lmUbDV0V2MxY0xFdVk/edit">https://drive.google.com/a/historymama.com/file/d/0B_cr3ISw7lmUbDV0V2MxY0xFdVk/edit</a>)</li></ul> |
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<b>Organizing Principle 4: World War I and The Roaring 20s</b> <b>Reporting Category: Global Military, Political, and Economic Challenges, 1890-1940</b>		<b>4 weeks / Second Nine Weeks</b> <b>Suggested Dates: November 5<sup>th</sup> – December 7<sup>th</sup></b>	
<b>Measurement Topic: World War I</b>			
Benchmarks	Curriculum Standards	Students Will:	Academic Language
<p>SS.912.A.4.5</p> <p>SS.912.A.4.6</p> <p>SS.912.A.4.7</p> <p>SS.912.A.4.8</p> <p>SS.912.A.4.9</p> <p>SS.912.A.4.10</p>	<ul style="list-style-type: none"> <li>• <b>Examine</b> causes, course, and consequences of United States involvement in World War I.</li> <li>• <b>Examine</b> how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</li> <li>• <b>Examine</b> the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</li> <li>• <b>Compare</b> the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</li> <li>• <b>Compare</b> how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</li> <li>• <b>Examine</b> the provisions of the Treaty of Versailles and the failure of the</li> </ul>	<p>- Identify the general causes of World War I, including how political alliances, imperialist policies, nationalism, and militarism each generated conflict in World War I.</p> <p>- Identify the reasons for United States involvement in World War I and how involvement in the war was justified to the American public.</p> <p>- Explain the cause-and-effect relationships that resulted in American intervention in World War I.</p> <p>- Identify the major events and issues that affected the home front.</p> <p>- Explain the role of technology and/or the concept of total war in World War I.</p>	<p><b>World War I:</b>                  Archduke Franz Ferdinand, Alliance System, Allies, Central Powers, <b>militarism</b>, Imperialism, Lusitania, Zimmerman Telegram, armistice, Big Four, Espionage and Sedition Act, <i>Schenck v. U.S.</i>, War Propaganda, <b>socialism</b>, reparations, Selective Service Act, Sussex Pledge, war bonds, trench warfare, unrestricted submarine warfare, Bolshevik Revolution, <b>Communism</b>, <b>Capitalism</b>, Treaty of Versailles, Fourteen Points, Woodrow Wilson, War Industries Board, League of Nations, Kellogg-Briand Pact, modern warfare, convoys, mobilization, conscription, Committee of Public Information, Great Migration, conscientious objectors, Washington Naval Conference, Four Power Treaty, Women’s International League for Peace and Freedom, George Creel, Herbert Hoover, Bernard Baruch, Homefront, propaganda</p>

<p><b>SS.912.A.5.5</b></p> <p>SS.912.A.4.11</p>	<p>United States to support the League of Nations.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> efforts by the United States and other world powers to avoid future wars.</li> <li>• <b>Examine</b> key events and peoples in Florida history as they relate to United States history.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify significant individuals and their role in military and/or political leadership during World War I.</li> <li>- Explain the dichotomy between the Fourteen Points and the Treaty of Versailles, which resulted in the failure of United States support for the League of Nations.</li> <li>- Analyze the short and/or long-term social, political, and/or economic consequences of World War I for the United States and America's role in international relations in the post-war period.</li> </ul>	
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Organizing Principle 4: World War I and The Roaring 20s Reporting Category: Global Military, Political, and Economic Challenges, 1890-1940		4 weeks / Second Nine Weeks Suggested Dates: November 5 <sup>th</sup> – December 7 <sup>th</sup>	
Measurement Topic: The Roaring 20's			
Benchmarks	Curriculum Standards	Students Will:	Academic Language
SS.912.A.5.1	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the economic outcomes demobilization.</li> <li>• <b>Explain</b> the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</li> <li>• <b>Examine</b> the impact of US foreign economic policy of the 1920s.</li> <li>• <b>Evaluate</b> how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</li> <li>• <b>Analyze</b> the influence Hollywood, the Harlem Renaissance, the Fundamentalist Movement, and Prohibition had in changing American society in the 1920s.</li> <li>• <b>Examine</b> the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</li> <li>• <b>Compare</b> the views of Booker T. Washington, W.E.B. Dubois, and Marcus Garvey relating to the African American experience.</li> <li>• <b>Explain</b> why support for the Ku Klux Klan varied in the 1920s with respect</li> </ul>	- Recognize that while the United States shaped isolationist political policies, it greatly expanded its economic ties to Europe and developed an industrial economy that conducted business in global markets.	<p><b>Roaring 20s:</b> flapper, Jazz Age, speakeasy, bootlegger, Al Capone, F. Scott Fitzgerald, Ernest Hemingway, Teapot Dome Scandal, Calvin Coolidge, Warren G. Harding, Scopes Trial, creditor nation, <b>Fundamentalism</b>, Harlem Renaissance, Ku Klux Klan, laissez- faire, Lost Generation, materialism, modernism, organized crime, Prohibition, Volstead Act, 18<sup>th</sup> Amendment, 19<sup>th</sup> Amendment, Great Migration, Sacco and Vanzetti, Quota Laws, tariffs, <b>anarchism</b>, Universal Negro Improvement Association, Booker T. Washington, W.E.B. Dubois, Marcus Garvey, Babe Ruth, Louis Armstrong, Duke Ellington, Hollywood, Innovations/ Inventions of the 1920s, Consumerism, <b>Isolationism</b>, <b>Pacifism</b>, NAACP, Communist, Dawes Plan, demobilization, disarmament, Fordney-McCumber Act, First Red Scare, <b>nativism</b>, “Roaring 20s,” normalcy</p> <p><b>Florida History:</b> Florida Agriculture, shipyards, Military camps, 1920 elections, Elimination of state Income Tax, Land boom, Seminole Indians, Tamiami Trail, Rosewood, Zora Neale Hurston</p>
SS.912.A.5.2		- Examine the extent to which United States economic foreign policy led to prosperity at home and abroad.	
SS.912.A.5.3		- Describe the various domestic and international peace and relief efforts in which the United States was involved following World War I.	
SS.912.A.5.4		- Identify and/or evaluate the social, political, and economic incentives for the development of peace and relief efforts after World War I.	
SS.912.A.5.6		- Recognize and/or examine varying points of view related	
SS.912.A.5.7			
SS.912.A.5.8			
SS.912.A.5.9			

<p><b>SS.912.A.5.10</b></p> <p><b>SS.912.A.4.11</b></p> <p>The standards in bold are identified by the state as being assessed on the EOC.</p>	<p>to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <ul style="list-style-type: none"> <li>• <b>Analyze</b> support for and resistance to Civil Rights for women, African Americans, Native Americans, and other minorities.</li> <li>• <b>Examine</b> key events and peoples in Florida history as they relate to United States history.</li> </ul>	<p>to the desire to expand and restrict civil rights for women and political, social, economic, religious, and ethnic minorities.</p> <ul style="list-style-type: none"> <li>- Identify reasons for the rise of nativism in the 1920s and 1930s.</li> <li>- Analyze how civil rights issues both united and divided society in the United States in the period 1919–39.</li> <li>- Identify and/or evaluate the decisions made by national and state governments related to immigration and other civil rights issues.</li> <li>- Recognize the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s.</li> <li>- Analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.</li> <li>- Explain the effects of the changing role of tourism in Florida’s development and growth (1890–1930), the land boom and bust (1920–30),</li> </ul>	
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		and/or the impact of the Great Depression (1926–40).	
<b>Resources</b>	<b>World War I and the Roaring 20's</b>		
<b>Textbook</b>	<i>United States History and Geography Modern Times</i> McGraw Hill Chapter 7, Lessons 1-4 Chapter 8, Lessons 1-5 Gateway to U.S. History 9, 10		
<b>Safari Montage</b>	World War I Technology (A&E) The World Wars: Never Surrender (A&E) The World Wars: Trial by Fire (A&E) The World Wars: A Rising Threat (A&E) The Great War (Schlessinger) Ultimate Guide to the Presidents: Changing of the Guard NOVA: First Air War America: Story of Us – Boom Episode John J. Pershing: The Iron General The Roaring Twenties (short film series) (Media Rich Learning) 20 <sup>th</sup> Century Turning Points Program 3: 1919-1928 (Ambrose Video) The Monkey Trial (A&E) Zora's Roots (A&E) #Florida History America in the 20 <sup>th</sup> Century (Media Rich Learning)		
<b>Websites</b>	US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a> John F. McDonnell - The Century: America's Time (1999) [ABC TV Documentary] <a href="https://www.youtube.com/channel/UCEfxRKRfDWCVLRUilfFxGDQ">https://www.youtube.com/channel/UCEfxRKRfDWCVLRUilfFxGDQ</a> Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a> Portsmouth Peace Treaty/Russo-Japanese War <a href="http://www.portsmouthpeacetreaty.com/process/">http://www.portsmouthpeacetreaty.com/process/</a> Dan Snow in Sarajevo: The Assassination of Archduke Franz Ferdinand <a href="https://www.youtube.com/watch?v=OfO7TduevHA">https://www.youtube.com/watch?v=OfO7TduevHA</a> Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a> YouTube: <a href="https://www.youtube.com/watch?v=OfO7TduevHA">Crash Course U.S. History</a> (Episodes 30-32) Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a> Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a> <a href="http://www.teachertube.com/">http://www.teachertube.com/</a> <a href="http://www.Pbs.org">www.Pbs.org</a> <a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a> <a href="http://www.Teachervision.com">www.Teachervision.com</a>		

	<p><a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a>  Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a>  Cpalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a>  Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a>  Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a>  US History: <a href="http://www.USHistory.org">www.USHistory.org</a>  Jim Crow Museum Online <a href="http://www.ferris.edu/jimcrow/">http://www.ferris.edu/jimcrow/</a>  Ted Talks: Urbanization and the Future of Cities  <a href="https://www.youtube.com/watch?v=fKnAJCSGSdk&amp;index=4&amp;list=PLlhqfbAUyfDFCuiQD9ZRAFtiHTA11dPli">https://www.youtube.com/watch?v=fKnAJCSGSdk&amp;index=4&amp;list=PLlhqfbAUyfDFCuiQD9ZRAFtiHTA11dPli</a>  WWI Poetry <a href="http://www.poetryfoundation.org/poems-and-poets/poets/detail/wilfred-owen">http://www.poetryfoundation.org/poems-and-poets/poets/detail/wilfred-owen</a></p>
<p><b>DBQ Binder History Alive!</b></p>	<p><b>DBQ</b></p> <ul style="list-style-type: none"> <li>• What Were the Underlying Causes of World War I? (World History DBQ Binder)</li> <li>• Prohibition: Why did America Change Its Mind?</li> </ul> <p><b>History Alive!</b>  United States Coming of Age Binder</p>
<p><b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b></p>	<ul style="list-style-type: none"> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• Items will not address issues related to World War I from a perspective other than that of the United States.</li> <li>• Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</li> <li>• Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</li> <li>• Items should not overemphasize economics but should provide balance among social, political, and economic effects of foreign economic policies.</li> <li>• Items should not require students to recall the names of treaties, conferences, and organizations, but to use context to recognize the underlying goals and purposes of each.</li> <li>• Items should focus on peace and relief efforts that involved the United States.</li> <li>• Items addressing issues of civil rights should be limited to the Roaring Twenties and the Great Depression (1919–39).</li> <li>• Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</li> <li>• Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> </ul>
<p><b>CPALMS Resources</b></p>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a>  Instructions:</p> <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> </ol>



	<p>4. Click resource attached to standard for further information</p> <p>SS.912.A.4.5- Lesson Plan, Tutorial, Video/Audio/Animation, Student Resource                  SS.912.A.4.6- Lesson Plan, Text Resource, Tutorial, Student Resource                  SS.912.A.4.7- Tutorial, Video/Audio/Animation, Student Resource                  SS.912.A.4.8- N/A                  SS.912.A.4.9- Lesson Plan, Text Resource, Tutorial, Student Resource                  SS.912.A.4.10- Lesson Plan, Tutorial, Video/Audio/Animation, Student Resource                  SS.912.A.5.5- N/A                  SS.912.A.4.11- N/A                  SS.912.A.5.1- Tutorial, Student Resource                  SS.912.A.5.2- Lesson Plan, Text Resource, Tutorial, Student Resource                  SS.912.A.5.3- N/A                  SS.912.A.5.4- Tutorial, Student Resource                  SS.912.A.5.6- Lesson Plan, Tutorial, Assessment, Student Resource                  SS.912.A.5.7- Lesson Plan, Presentation, Student Resource                  SS.912.A.5.8- Lesson Plan, Tutorial, Student Resource                  SS.912.A.5.9- Tutorial                  SS.912.A.5.10- Lesson Plan, Text Resource, Tutorial, Student Resource</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> <li>• Florida Virtual School U.S. History Diagnostic Test</li> <li>• County Created Diagnostic Exams</li> </ul>
<p><b>Florida Literacy Standards</b></p>	<p><b>Florida Literacy Activities</b></p>
<p><b>Reading: 1,9</b>                  (LACC.1112.RH.1.1)                  (LACC.1112.RH.3.9)  <b>Writing: 1,4,10</b>                  (LACC.1112.WH.1.1)                  (LACC.1112.WH.2.4)                  (LACC.1112.WH.4.10)</p> <p><b>Reading: 2,7,9</b>                  (LACC.1112.RH.1.2)                  (LACC.1112.RH.3.7)                  (LACC.1112.RH.3.9)  <b>Writing: 1,5,7</b></p>	<p>Utilizing the above DBQ's or any DBQ source will incorporate the Common Core State Standards listed to the left.</p> <p><u>WW I Military Technology</u>: Students will use the internet to research the different types of military technology that was introduced during the Great War and cite the implications of these new technologies. Students will choose one military technology and write an argumentative essay on why this military technology was most significant.</p>

<p>(LACC.1112.WH.1.1) (LACC.1112.WH.2.5) (LACC.1112.WH.3.7)</p> <p><b>Reading: 2, 5</b> (LACC.1112.RH.1.2) (LACC.1112.RH.2.5)</p>	<p>- Analyze poem by Langston Hughes (“The Negro Speaks of Rivers”) - Listen to the New American Jazz – Louis Armstrong, Duke Armstrong</p>
<b>Additional Instructional Activities</b>	
	<ul style="list-style-type: none"> <li>• Create a graphic organizer stating key African American leaders of change during this time and describe their significance.</li> <li>• Locate and identify the different WW I Alliances on a map.</li> <li>• Analyze various propaganda techniques (war, posters, music) to determine effectiveness.</li> <li>• How appropriate are the names “The Roaring Twenties” and “The Jazz Age” for the 1920s? (Prentice Hall premade Powerpoint)</li> <li>• Analyze Zimmerman Telegram and explain the effect on foreign policy.</li> <li>• Analyze League of Nations political cartoons for American response/acceptance.</li> <li>• Debate: “Did society and politics affect culture of the 1920s or did the culture of the 1920s affect society and politics?”</li> <li>• Nystrom U.S. History Atlas Activities</li> <li>• Create book or newspaper on 1920s people or events.</li> <li>• Students create a political cartoon on the quota system or Prohibition.</li> <li>• Debate: “American intervention in WWI was justified”.</li> <li>• Roaring 20s Webquest (<a href="http://www.livebinders.com/play/play/847804">http://www.livebinders.com/play/play/847804</a>)</li> </ul>

<p><b>Organizing Principle 5: The Great Depression and World War II</b>                  Reporting Categories: Global Military, Political, and Economic Challenges 1890-1940                  The United States and the Defense of the International Peace 1940-present</p>		<p><b>5 weeks / Second &amp; Third Nine Weeks</b>                  Suggested Dates: December 10<sup>th</sup> – February 1<sup>st</sup></p>	
<p><b>Measurement Topic: The Great Depression and New Deal</b></p>			
Benchmarks	Curriculum Standards	Students Will:	Academic Language
<p>SS.912.A.5.11</p> <p>SS.912.A.5.12</p>	<ul style="list-style-type: none"> <li>• <b>Examine</b> the causes, course, and consequences of the Great Depression and the New Deal.</li> <li>• <b>Examine</b> key events and people in Florida history as they relate to United States history.</li> </ul>	<p>- Recognize the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s.</p> <p>- Identify and/or evaluate the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression and subsequent New Deal.</p> <p>- Examine the human experience during both the Great Depression and the New Deal.</p> <p>- Analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.</p>	<p><b>The Great Depression:</b> buying on margin, bull/bear market, Dow Jones Industrial Average, Bonus Army, Black Tuesday, Hawley-Smoot Tariff, Herbert Hoover, Hooverville, “Hoover Flag,” Agriculture Adjustment Act (AAA), First Hundred Days, Franklin D. Roosevelt, Civilian Conservation Corps (CCC), Dust Bowl, Okies, Federal Deposit Insurance Corporation (FDIC), Gross National Product (GNP), Public Works Administration (PWA), National Labor Relations Act (Wagner Act), National Recovery Act, National Recovery Administration, New Deal, “Recovery, Reform, Relief,” Social Security Act, Tennessee Valley Authority (TVA), Works Progress Administration (WPA), Court Packing Plan, Huey Long, Charles Coughlin, fireside chats, Eleanor Roosevelt, Glass-Steagall Act, “Black Cabinet”, Mary McLeod Bethune, <b>socialism</b>, speculation boom, Bank Holiday, Dorthea Lange/ “Migrant Mother”, impact of climate and natural disasters</p>

		<p>- Explain the effects of the changing role of tourism in Florida’s development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).</p>	
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<b>Organizing Principle 5: The Great Depression and World War II</b> Reporting Categories: Global Military, Political, and Economic Challenges 1890-1940 The United States and the Defense of the International Peace 1940-present		<b>5 weeks / Second and Third Nine Weeks</b> <b>Suggested Dates: December 10<sup>th</sup> – February 1<sup>st</sup></b>	
<b>Measurement Topic: World War II</b>			
Benchmarks	Curriculum Standards	Students Will:	Academic Language
SS.912.A.6.1  SS.912.A.6.2  SS.912.A.6.3  SS.912.A.6.4  SS.912.A.6.5  SS.912.A.6.6  SS.912.A.6.7  The standards in bold are identified by the state as being assessed on the EOC.	<ul style="list-style-type: none"> <li>• <b>Examine</b> causes, course, and consequences of World War II on the United States and around the World.</li> <li>• <b>Describe</b> the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</li> <li>• <b>Analyze</b> the impact of the Holocaust during World War II on Jews as well as other groups.</li> <li>• <b>Examine</b> efforts to expand or contract rights for various populations during World War II.</li> <li>• <b>Explain</b> the impact of World War II on domestic government policy.</li> <li>• <b>Analyze</b> the use of atomic weapons during World War II and the aftermath of the bombings.</li> <li>• <b>Describe</b> the attempts to promote international justice through the Nuremberg Trials.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and/or evaluate the social, political, and economic causes of World War II.</li> <li>- Identify and/or evaluate the causes and consequences of World War II both domestically and internationally.</li> <li>- Evaluate the significance of specific wartime events and actions both on the home front and on the progress of the war.</li> <li>- Analyze the role played by individuals in the war effort, including the involvement of women and minority groups in home front and overseas activities.</li> <li>- Identify and/or evaluate the role of technology in World War II and the political,</li> </ul>	<p><b>World War II:</b> appeasement “Munich Conference,” <b>nationalism</b>, Totalitarianism, Communism, <b>Fascism</b>, Nazism, Joseph Stalin, Adolf Hitler, Benito Mussolini, Francisco Franco/Spanish Civil War, Hideki Tojo, <b>Isolationism</b>, neutrality, Allies, Kamikaze, Lend-Lease Act, “Cash and Carry,” Neutrality Acts, Non-Aggression Act, Axis Powers, blitzkrieg, Winston Churchill, “Quarantine Speech,” Franklin D. Roosevelt, Pearl Harbor, Normandy (D-Day), Dwight D. Eisenhower, Douglas McArthur, Battle of Midway, Battle of Iwo Jima, “Island Hopping,” V-E Day, V-J Day, Manhattan Project, Robert Oppenheimer, Albert Einstein, “Unconditional Surrender,” Hiroshima, Nagasaki, Enola Gay, Japanese Internment, rationing, Homefront, Office of Price Administration, War Production Board, Women’s Auxiliary Army Corp, Tehran Conference, Tuskegee Airman, Code Talkers, Nuremberg Trials, Concentration Camps, Holocaust, Final Solution, Anti-Semitism, genocide, <b>Super Power</b>, Potsdam Conference, Yalta Conference, United Nations, Atlantic Charter, “Four Freedoms,” Battle of Bulge, Battle of Coral Sea, Salerno, Stalingrad, <i>Korematsu v. US</i></p> <p><b>Florida History:</b> Mary McLeod Bethune, Legalized gambling, migrations, Florida park service, Florida Citrus Commission, Alfred DuPont, Ernest</p>

		economic, and social implications of the use of technology.  - Evaluate the long-term influences of the war on both domestic and international affairs.	Hemingway, Marjorie Kinnan Rawlings, Military Training camps, The Breakers, Camp Blanding, DDT
<b>Resources</b>	<b>The Great Depression and World War II</b>		
<b>Textbook</b>	<i>United States History and Geography Modern Times</i> McGraw Hill Chapter 9, Lessons 1-3 Chapter 10, Lessons 1-3 (Roosevelt and the New Deal) Chapter 11, Lessons 1&2 Chapter 12, Lessons 1-4 Chapter 11, Lesson 3 (Holocaust) Gateway to U.S. History Chapters 11, 12		
<b>Safari Montage</b>	The Great Depression and the New Deal, World War II (Schlessinger) Ken Burns: The War (PBS series multiple titles) Franklin D. Roosevelt: The Years of Crisis (A&E) 20th Century History: 1929-1941: The Great Depression (National Geographic) New York: A Documentary Film: Cosmopolis (1914-1931) 20th Century Turning Points in US History: Program 4: 1929-1943 (Ambrose Video) Ultimate Guide to the Presidents: Changing of the Guard (1920-1945) Scottsboro: An American Tragedy (PBS) Latino Americans: Empire of Dreams: 1880-1942 (PBS) Chronicle of the Third Reich (film series) (PBS) Latino Americans: War and Peace: (1942-1954) America Story of US: Bust and World War II Episodes D-Day: The Total Story H-Hour FDR The War Years (A&E) Navajo Code Talkers (A&E) Kovno Ghetto:A Buried History (A&E) Irena Sendler: In the Name of Their Mothers (PBS) Death Camp Treblinka : Survivor Stories (BBC) War Chronicles (A&E film series) Faces of America: Our American Stories (PBS)		

	Engineering Evil: Inside the Holocaust America in the 20 <sup>th</sup> Century (Media Rich Learning)
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a></p> <p>John F. McDonnell - The Century: America's Time (1999) [ABC TV Documentary] <a href="https://www.youtube.com/channel/UCFfxRKRfDWCVLRUilfFxGDQ">https://www.youtube.com/channel/UCFfxRKRfDWCVLRUilfFxGDQ</a></p> <p><i>The World at War</i> (1973-74) [BBC TV Documentary] <a href="https://www.youtube.com/watch?v=gEhrnp5SoVg&amp;list=PLYbocufkwRFBhtNDnrrsd3_tpgGCJNe27">https://www.youtube.com/watch?v=gEhrnp5SoVg&amp;list=PLYbocufkwRFBhtNDnrrsd3_tpgGCJNe27</a></p> <p>Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a></p> <p>Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p>YouTube: <a href="https://www.youtube.com/watch?v=gEhrnp5SoVg&amp;list=PLYbocufkwRFBhtNDnrrsd3_tpgGCJNe27">Crash Course U.S. History</a> (Episodes 33-36)</p> <p>Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a></p> <p>Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a></p> <p><a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p> <p><a href="http://www.Pbs.org">www.Pbs.org</a></p> <p><a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a></p> <p><a href="http://www.Teachervision.com">www.Teachervision.com</a></p> <p><a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a></p> <p>Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>Cpalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></p> <p>Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a></p> <p>Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a></p> <p>US History: <a href="http://www.USHistory.org">www.USHistory.org</a></p> <p>Holocaust Education and Archive Research Team <a href="http://www.holocaustresearchproject.org/">http://www.holocaustresearchproject.org/</a></p> <p>The Nizkor Project <a href="http://www.nizkor.org/">http://www.nizkor.org/</a></p> <p>The Jewish Virtual Library <a href="http://www.jewishvirtuallibrary.org/index.html">http://www.jewishvirtuallibrary.org/index.html</a></p> <p>The National WWII Museum <a href="http://www.nationalww2museum.org/">http://www.nationalww2museum.org/</a></p> <p>The Rape of Nanking <a href="http://www.eyewitnesstohistory.com/nanking.htm">http://www.eyewitnesstohistory.com/nanking.htm</a></p> <p>Project 731 <a href="https://www.mtholyoke.edu/~kann20c/classweb/dw2/page1.html">https://www.mtholyoke.edu/~kann20c/classweb/dw2/page1.html</a></p>
<b>DBQ Binder History Alive!</b>	<p><b>DBQ</b></p> <ul style="list-style-type: none"> <li>• What Caused the Great Depression? (DBQ Binder)</li> <li>• What Caused the Dust Bowl? (Mini-Q Volume 2)</li> <li>• Why did Japan Bomb Pearl Harbor? (Mini-Q Volume 2)</li> </ul> <p><b>History Alive!</b> The Roaring 20s and the Great Depression Binder</p>

<p><b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b></p>	<ul style="list-style-type: none"> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• Items will focus on the Great Depression in the United States and Florida rather than the global effects of the economic downturn.</li> <li>• Items should address international issues from the perspective of the United States rather than from the perspective of other countries or global leaders.</li> <li>• If a battle is mentioned, it should be a turning point in the cause, course, or outcome of the war.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• Multiple clips of various World War II events can be located in Safari Montage; use as needed</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> </ul>
<p><b>CPALMS Resources</b></p>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> <li>4. Click resource attached to standard for further information</li> </ol> <p>SS.912.A.5.11- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource  SS.912.A.5.12- Tutorial, Student Resource  SS.912.A.6.1- Text Resource, Presentation, Tutorial, Student Resource  SS.912.A.6.2- Lesson Plan, Presentation, Tutorial, Student Resource  SS.912.A.6.3- Tutorial, Student Resources  SS.912.A.6.4- Lesson Plan, Text Resource, Tutorial, Student Resource  SS.912.A.6.5- Lesson Plan, Text Resource, Tutorial, Student Resource  SS.912.A.6.6- Lesson Plan, Text Resource, Tutorial, Student Resource  SS.912.A.6.7- Tutorial, Student Resource</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> <li>• Florida Virtual School U.S. History Diagnostic Test</li> <li>• County Created Diagnostic Exams</li> </ul>



<b>Florida Literacy Standards</b>	<b>Florida Literacy Activities</b>
<p><b>Reading: 1,9</b> (LACC.1112.RH.1.1) (LACC.1112.RH.3.9)</p> <p><b>Writing: 2,4,9</b> (LACC.1112.WH.1.2) (LACC.1112.WH.2.4) (LACC.1112.WH.3.9)</p> <p><b>Writing: 2,5,9</b> (LACC.1112.WH.1.2) (LACC.1112.WH.2.5) (LACC.1112.WH.3.9)</p> <p><b>Reading: 1,9</b> (LACC.1112.RH.1.1) (LACC.1112.RH.3.9)</p> <p><b>Writing: 2,9,10</b> (LACC.1112.WH.1.2) (LACC.1112.WH.3.9) (LACC.1112.WH.4.10)</p>	<p>Utilizing the above DBQ's or any DBQ source will incorporate the Common Core State Standards listed to the left.</p> <p><i>Writing about History: Writing a Problem-Solution Essay (see textbook p. 472)</i></p> <p>Utilizing the above DBQ's or any DBQ source will incorporate the Common Core State Standards listed to the left.</p>
	<b>Additional Instructional Activities</b>
	<ul style="list-style-type: none"> <li>• Graphic Organizer to compare Hoover and FDR in regards to the Great Depression.</li> <li>• Analyze political cartoons from the Depression to determine the perception of various Americans during this time.</li> <li>• Create a T-chart that demonstrates the different programs that FDR to deal with the Depression.</li> <li>• Interpret photographs of the era such as those taken by Dorothea Lange and evaluate their impact.</li> <li>• Map analysis of major battle regions of World War II.</li> <li>• Debate President Roosevelt's decision to relocate &amp; intern people of Japanese and European descent during WWII.</li> <li>• Debate America's decision to make and drop the atomic bomb.</li> <li>• Additional significant names, battles, events, and organizations can be addressed in this section.</li> <li>• Nystrom U.S. History Atlas Activities</li> <li>• Chart the progression of American involvement/entrance into World War II.</li> <li>• World War II Maps / Battles: <a href="http://www.westpoint.edu/history/SiteAssets/SitePages/World%20War%20II%20Europe/WWIIEuropeAnimation.ppt">http://www.westpoint.edu/history/SiteAssets/SitePages/World%20War%20II%20Europe/WWIIEuropeAnimation.ppt</a></li> </ul>

<b>Organizing Principle 6: The Cold War: 1950s-1970s</b> <b>Reporting Categories: The United States and the Defense of the International Peace 1940-present</b>		<b>6 weeks / Third Nine Weeks</b> <b>Suggested Dates: February 4<sup>th</sup> – March 14<sup>th</sup></b>	
<b>Measurement Topic: The Cold War: 1950s-1970s</b>			
<b>Benchmarks</b>	<b>Curriculum Standards</b>	<b>Students Will:</b>	<b>Academic Language</b>
SS.912.A.6.8  SS.912.A.6.9  <b>SS.912.A.6.10</b>  SS.912.A.6.11  SS.912.A.6.12  <b>SS.912.A.6.13</b>  SS.912.A.6.14  <b>SS.912.A.7.1</b>  SS.912.A.7.2	<ul style="list-style-type: none"> <li>• <b>Analyze</b> the effects of the (second) Red Scare on domestic United States policy.</li> <li>• <b>Describe</b> the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</li> <li>• <b>Examine</b> the causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</li> <li>• <b>Examine</b> the controversy surrounding the proliferation of nuclear technology in the United States and the world.</li> <li>• <b>Examine</b> the causes, course, and consequences of the Korean War.</li> <li>• <b>Analyze</b> significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</li> <li>• <b>Analyze</b> causes, course, and consequences of the Vietnam War.</li> <li>• <b>Identify</b> causes for post-World War II prosperity and its effects on American society.</li> <li>• <b>Compare</b> the relative prosperity between different ethnic groups and social classes in the post-World War II period.</li> </ul>	- Identify and/or evaluate how demobilization and government policies contributed to post-World War II prosperity.  - Analyze the social, political, and economic factors that contributed to post-World War II prosperity.  - Identify the limitations of post-World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity.  - Identify and/or evaluate the long-term influence of post-World War II prosperity on society in the United States by considering both the positive and negative social, cultural,	<p><b>1950s: Superpower</b>, Harry Truman, Dwight D. Eisenhower, Berlin Blockade, Dumbarton Oaks Conference, Iron Curtain, Capitalism, Cold War, <b>Communism</b>, <b>Domino Theory</b>, Marshall Plan, Berlin Airlift, Truman Doctrine, NATO, Warsaw Pact, SEATO, CIA, KGB, Chiang Kai-shek, Mao Zedong, Taiwan, Korean War, 38<sup>th</sup> Parallel, Douglas MacArthur, Eisenhower Doctrine, <b>Brinkmanship</b>, Space Race, “Baby Boomers”, Rosenbergs, H-bomb, Hollywood 10, GI Bill of Rights, Interstate Highway System, suburbs, NASA, Sputnik, National Defense Education Act of 1958, Loyalty Review Act, HUAC, “Black Listed,” <b>McCarthyism</b>, Second Red Scare, Elvis Presley, American Bandstand, “Beats,” U-2 Spy plane, <b>blue collar</b>, <b>white collar</b>, television, conformity, John Leavitt, consumerism, <b>conservatism</b>, <b>innovation</b>, Arms Race (Nuclear Proliferation), Indochina, Panmunjom, Stalin</p> <p><b>1960s:</b> John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Fidel Castro, Cuban Missile Crisis, Bay of Pigs, Nikita Khrushchev, Kennedy Doctrine, peaceful coexistence, Berlin Wall, New Frontier, Great Society/War on Poverty, Peace Corp, Warren Commission, Vietnam War, draft, Gulf of Tonkin Incident and Resolution, Tet Offensive, Doves and Hawks, <b>Pacifism</b>, Ho Chi Minh, Viet Minh, Viet Cong, guerilla warfare, demilitarized zone (DMZ), Robert Kennedy and Hubert Humphrey, Chicago Convention, Apollo 11, immigration/migration</p>

<p><b>SS.912.A.7.4</b></p> <p>SS.912.A.7.10</p> <p>SS.912.A.7.17</p> <p>The standards in bold are identified by the state as being assessed on the EOC.</p>	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> the success of the 1960s era presidents’ foreign and domestic policies.</li> <li>• <b>Analyze</b> the significance of Vietnam and Watergate on the government and people of the United States.</li> <li>• <b>Examine</b> key events people in FL history as they relate to US history.</li> </ul>	<p>political, geographic, and economic effects on society.</p> <p>- Identify and/or evaluate the social, political, and economic causes of the early years of the Cold War (1945–50).</p> <p>- Recognize the significance of events or actions of the early years of the Cold War (1945–50) that influenced government policy and social interactions.</p> <p>- Identify and/or evaluate the long-term social, political, and economic implications of events and actions that occurred during the early years of the Cold War (1945–50).</p> <p>- Recognize varying points of view related to the early years of the Cold War (1945–50) and examine how those points of view shaped public policies and social interactions.</p> <p>- Evaluate the impact of the early years of the Cold War (1945–50) on the lives of individuals in the United States.</p>	<p><b>1970s:</b> détente, credibility gap, apartheid, Richard Nixon, Gerald Ford, Jimmy Carter, <b>Vietnamization</b>, “Peace with Honor,” Anti-War Protests (Kent State/Mississippi etc), Paris Peace Accords, War Powers Act, 26<sup>th</sup> Amendment, silent majority, Henry Kissinger, SALT I Treaty, Pentagon Papers, Watergate, <b>inflation</b>/stagflation, OPEC, oil embargo, Ayatolloah Khomeini, Iran Hostage Crisis, Camp David Accords, Olympic Boycott, <b>Terrorism</b></p> <p><b>Florida History:</b> Cuban refugees, “Little Havana,” Cape Canaveral, Kennedy Space Center</p>
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		<p>foreign policy actions of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <ul style="list-style-type: none"><li>- Identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.</li><li>- Identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.</li><li>- Analyze the incentives for 1960s-era foreign and domestic policies.</li><li>- Identify and/or evaluate the controversies associated with the 1960s-era foreign and domestic policies.</li><li>- Analyze the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s.</li></ul>	
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Resources	Cold War: 1950s-1970s
<b>Textbook</b>	<p><i>United States History and Geography Modern Times</i> McGraw Hill</p> <p>Chapter 13, Lessons 1-4            Chapter 14, Lessons 1-3            Chapter 15, Lessons 1-3            Chapter 17, Lessons 1-3            Chapter 19, Lessons 1-3&amp;5</p> <p>Gateway to U.S. History Chapters 14,15, 16</p>
<b>Safari Montage</b>	<p>Dwight D. Eisenhower: Commander and Chief (A&amp;E)</p> <p>Korean War: Fire and Ice</p> <p>LBJ and Vietnam in the Eye of the Storm</p> <p>America Story of US: Superpower episode</p> <p>America in the 20<sup>th</sup> Century (Media Rich Learning)</p>
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a></p> <p>YouTube: TED-ED Talk- The Infamous &amp; Ingenious Ho Chi Minh Trail <a href="https://www.youtube.com/watch?v=poE_nNW9-yk">https://www.youtube.com/watch?v=poE_nNW9-yk</a></p> <p>YouTube: TED-ED Talk-The History of the Cuban Missile Crisis <a href="https://www.youtube.com/watch?v=bwWW3sbk4EU">https://www.youtube.com/watch?v=bwWW3sbk4EU</a></p> <p>Cold War (1998) [CNN TV Documentary] <a href="http://www.cnn.com/SPECIALS/coldwar/">http://www.cnn.com/SPECIALS/coldwar/</a></p> <p>John F. McDonnell - The Century: America's Time (1999) [ABC TV Documentary] <a href="https://www.youtube.com/channel/UCExRKRfDWCVLRUilfFxGDQ">https://www.youtube.com/channel/UCExRKRfDWCVLRUilfFxGDQ</a></p> <p>Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a></p> <p>Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p>YouTube: <a href="https://www.youtube.com/watch?v=PL47F868B521713645">Crash Course U.S. History</a> (Episodes 37-42)</p> <p>Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a></p> <p>Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a></p> <p><a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p> <p><a href="http://www.Pbs.org">www.Pbs.org</a></p> <p><a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a></p> <p><a href="http://www.Teachervision.com">www.Teachervision.com</a></p> <p><a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a></p> <p>Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>Cpalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></p> <p>Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a></p> <p>Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a></p> <p>US History: <a href="http://www.USHistory.org">www.USHistory.org</a></p> <p>Time Lapse Map: Every Nuclear Explosion since 1945 <a href="https://www.youtube.com/watch?v=T-QWXvNFWrc">https://www.youtube.com/watch?v=T-QWXvNFWrc</a></p>

<b>DBQ Binder History Alive!</b>	<b>DBQ</b> Berlin, Korea, Cuba: How did the US contain Communism? (Mini-Q)  <b>History Alive!</b> The Cold War Binder
<b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b>	<ul style="list-style-type: none"> <li>• Teacher discretion – teach by presidential timeline, by decade, or by foreign/domestic policy.</li> <li>• Items will address early Cold War issues from the perspective of the United States rather than from the perspective of other countries or global leaders.</li> <li>• Items should not require students to recall minute details of specific foreign policies but to address the broader implications of those policies.</li> <li>• Items should focus on significant events relating to prosperity and disparity within society as opposed to requiring recall of cultural fads. Items should focus on the post-war period from 1945–75.</li> <li>• Items will not require complex application or interpretation of economic graphs such as supply and demand curves.</li> <li>• Items will be limited to the interpretation of broader economic concepts that should be addressed in historical contexts.</li> <li>• Items should focus on how foreign policy influenced the United States’ position in foreign affairs rather than on how United States policies influenced the lives of citizens in other countries.</li> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> </ul>
<b>CPALMS Resources</b>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> <li>4. Click resource attached to standard for further information</li> </ol> <p>SS.912.A.6.8- Text Resource, Tutorial, Assessment, Student Resource          SS.912.A.6.9- Tutorial, Student Resources          SS.912.A.6.10- Lesson Plan, Tutorial, Assessment, Student Resources          SS.912.A.6.11- Lesson Plan, Tutorial, Assessment, Video/Audio/Animation, Student Resource          SS.912.A.6.12- Lesson Plan, Text Resource, Unit/Lesson Sequence, Tutorial, Assessment, Student Resource          SS.912.A.6.13- Lesson Plan, Tutorial, Assessment, Video/Audio/Animation, Presentation/Slideshow, Student Resource          SS.912.A.6.14- Lesson Plan, Text Resource, Tutorial, Assessment, Presentation/Slideshow, Student Resource          SS.912.A.7.1- Lesson Plan, Tutorial, Assessment, Student Resource          SS.912.A.7.2- Tutorial, Assessment, Student Resource          SS.912.A.7.4- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource          SS.912.A.7.10- Lesson Plan, Text Resource, Tutorial, Assessment, Presentation/Slideshow, Student Resource</p>

	SS.912.A.7.17- Tutorial, Student Resources
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> <li>• Florida Virtual School U.S. History Diagnostic Test</li> <li>• County Created Diagnostic Exams</li> </ul>
<b>Florida Literacy Standards</b>	<b>Florida Literacy Activities</b>
<b>Reading: 1,3</b> (LACC.1112.RH.1.1) (LACC.1112.RH.1.3) <b>Writing:1,4</b> (LACC.1112.WH.1.1) (LACC.1112.WH.2.4)	Use graphic organizer to compare and contrast the various foreign policies the presidencies of Harry Truman, Dwight Eisenhower and John F. Kennedy in terms of fighting the Cold War.
<b>Reading: 1,3</b> (LACC.1112.RH.1.1) (LACC.1112.RH.1.3) <b>Writing:1,4</b> (LACC.1112.WH.1.1) (LACC.1112.WH.2.4)	Analyze primary documents from Cuban Missile Crisis and determine if course of action was appropriate. Have students write a persuasive essay defending their response with text based evidence.
	<b>Additional Instructional Activities</b>
	<ul style="list-style-type: none"> <li>• Utilize various primary sources pictures/songs/literature to describe domestic tensions during the Vietnam Era.</li> <li>• Debate: Should the United States have entered the Vietnam conflict?</li> <li>• Analyze the economic, political, and military aspects of Cold War policies and events.</li> <li>• Evaluate the effects of population shifts from the “Rustbelt” region to the “Sunbelt” region.</li> <li>• Analyze political cartoons related to McCarthyism and HUAC</li> <li>• Map the spread of communism in the middle East and Eastern Europe/ Asia</li> <li>• Students create higher level questions utilizing political cartoons related to the Watergate scandal.</li> <li>• Students create a foreign or domestic policy timeline covering events during the Cold War era</li> </ul>



<b>Organizing Principle 7: The Civil Rights Movement</b> The United States and the Defense of the International Peace 1940-present		<b>2 weeks / Fourth Nine Weeks</b> <b>Suggested Dates: March 25<sup>th</sup> – April 5<sup>th</sup></b>	
<b>Measurement Topic: Civil Rights Movement</b>			
Benchmarks	Curriculum Standards	Students Will:	Academic Language
SS.912.A.7.5  SS.912.A.7.3  <b>SS.912.A.7.6</b>  SS.912.A.7.7  SS.912.A.7.9  <b>SS.912.A.7.8</b>  SS.912.A.7.13	Civil Rights Movement students will: <ul style="list-style-type: none"> <li>• <b>Compare</b> nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</li> <li>• <b>Examine</b> the changing status of women in the United States from post-World War II to the present.</li> <li>• <b>Assess</b> key figures and organization in shaping the civil Rights organizations in shaping the Civil Rights Movement and Black Power Movement.</li> <li>• <b>Assess</b> the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</li> <li>• <b>Examine</b> the similarity of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</li> <li>• <b>Analyze</b> significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</li> <li>• <b>Analyze</b> the attempts to extend New Deal legislation through the Great Society and the successes and failures</li> </ul>	- Interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement.  - Identify key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations.  - Identify and/or evaluate the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement.  - Evaluate the actions of individuals involved in the Civil Rights Movement and Black Power Movement.	<b>nadir, civil rights</b> , affirmative action, Black Power, civil disobedience, <b>feminism</b> , Betty Friedan <i>The Feminine Mystique</i> , Gloria Steinem, Freedom Riders, integration, Passive Resistance/Sit-ins, <i>Roe v. Wade</i> , <i>Griswold v. Connecticut</i> , segregation, Title IX, Women’s Rights Movement, Equal Rights Amendment (ERA), National Organization of Women (NOW), Thurgood Marshall, Little Rock Nine, <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , Civil Rights Act of 1957, Rosa Parks, 24 <sup>th</sup> Amendment, Martin Luther King, Jr., Malcolm X, Nation of Islam, Black Panthers, Gray Panthers, Civil Rights Act of 1964, Montgomery Bus Boycott, March on Washington, Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee, Cesar Chavez, AIM, March on Wounded Knee, Indian Civil Rights Act (1968), <i>Regents of the University of California v. Bakke</i> , United Farm Workers, <i>Gideon v. Wainwright</i> , CORE, Social Activism, Voting Rights Act of 1965, National Urban League, Freedom Summer, Environmental Movement, E.P.A., Anti-War Movement, S.D.S..  <b>Florida History:</b> A. Philip Randolph, Harry T. Moore, Tallahassee Bus Boycotts, “Wade-Ins,” St. Augustine Summer of 1964

<p>SS.912.A.7.17</p> <p><b>The standards in bold are identified by the state as being assessed on the EOC.</b></p>	<p>of these programs to promote social and economic stability.</p> <ul style="list-style-type: none"> <li>• <b>Examine</b> key events people in FL history as they relate to US history.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement.</li> <li>- Identify the significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</li> <li>- Evaluate the short- and long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States.</li> <li>- Evaluate how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States.</li> </ul>	
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Resources	Civil Rights Movement
<b>Textbook</b>	<p><i>United States History and Geography Modern Times</i> McGraw Hill</p> <p>Chapter 16, Lessons 1-3</p> <p>Chapter 18, Lessons 1-3</p> <p>Chapter 19, Lesson 4 (New Approaches to Civil Rights)</p> <p>Gateway to U.S. History Chapters 14, 17</p>
<b>Safari Montage</b>	<p>The African Americans: Many Rivers to Cross with Henry Louis Gates Jr.: Rise! 1940-1968</p> <p>Eyes on the Prize Series</p> <p>The Civil Rights (from Schlessinger Media)</p> <p>Freedom Riders (PBS)</p> <p>We Shall Remain: Wounded Knee (PBS)</p> <p>Cesar Chavez (from Schlessinger Media)</p> <p>Freedom A History of Us Let Freedom Ring Episode 14</p> <p>America in the 20<sup>th</sup> Century (Media Rich Learning)</p>
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a></p> <p>John F. McDonnell - The Century: America's Time (1999) [ABC TV Documentary] <a href="https://www.youtube.com/channel/UCFfxRKRfDWCVLRUilfFxGDQ">https://www.youtube.com/channel/UCFfxRKRfDWCVLRUilfFxGDQ</a></p> <p>Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a></p> <p>Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p>YouTube: <a href="#">Crash Course U.S. History</a> (Episodes 39,40)</p> <p>Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a></p> <p>Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a></p> <p><a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p> <p><a href="http://www.Pbs.org">www.Pbs.org</a></p> <p><a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a></p> <p><a href="http://www.Teachervision.com">www.Teachervision.com</a></p> <p><a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a></p> <p>Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>Cpalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></p> <p>Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a></p> <p>Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a></p> <p>US History: <a href="http://www.USHistory.org">www.USHistory.org</a></p> <p>Ted Talks: Who Won the Space Race? <a href="https://www.youtube.com/watch?v=FxpC-8f--xo&amp;list=PLJhqfbAUYfDFCuiQD9ZRAFiHTA11dPli&amp;index=6">https://www.youtube.com/watch?v=FxpC-8f--xo&amp;list=PLJhqfbAUYfDFCuiQD9ZRAFiHTA11dPli&amp;index=6</a></p>

<b>DBQ Binder History Alive!</b>	<b>DBQ</b> Why did LBJ Sign the Civil Rights Act of 1964? (Mini-Q) What made Cesar Chavez an effective leader? (Mini-Q) Why was the Equal Rights Amendment defeated?  <b>History Alive!</b> The Civil Rights Movement Binder
<b>Hints (some from the FLDOE EOC test specifications for U.S. History)</b>	<ul style="list-style-type: none"> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• Items should focus on events and individuals from 1954–78. Items should not demonstrate preference for a particular approach to the Civil Rights Movement or Black Power Movement.</li> <li>• Items should focus on the significance of Supreme Court decisions and the timeframe in which they occurred, rather than the individuals involved in cases or those judging cases.</li> <li>• Items will be limited to 1954–present.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> </ul>
<b>CPALMS Resources</b>	<b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a> Instructions: <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> <li>4. Click resource attached to standard for further information</li> </ol> SS.912.A.7.5- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resources SS.912.A.7.3- Lesson Plan, Text Resource, Tutorial, Student Resource SS.912.A.7.6- Lesson Plan, Text Resource, Webquest, Tutorial, Assessment, Student Resource SS.912.A.7.7- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource SS.912.A.7.9- Lesson Plan, Tutorial, Student Resource SS.912.A.7.8- Lesson Plan, Text Resource, Video/Audio, Webquest, Tutorial, Video/Audio/Animation, Student Resource SS.912.A.7.13- Lesson Plan, Tutorial, Assessment, Student Resource SS.912.A.7.17- Tutorial, Student Resources
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> </ul>

	<ul style="list-style-type: none"> <li>Florida Virtual School U.S. History Diagnostic Test</li> <li>County Created Diagnostic Exams</li> </ul>
<b>Florida Literacy Standards</b>	<b>Florida Literacy Activities</b>
<p><b>Reading: 4, 5</b> (LACC.1112.RH.2.4) (LACC.1112.RH.2.5) <b>Writing: 7, 9</b> (LACC.1112.WH.3.7) (LACC.1112.WH.3.9) <b>Reading: 9</b> (LACC.1112.RH.3.9) <b>Writing: 4, 5, 9</b> (LACC.1112.WH.2.4) (LACC.1112.WH.2.5) (LACC.1112.WH.3.9)</p>	<p>Analyze the effectiveness of different forms of protest used during the Civil Rights movement by citing specific examples . (i.e. Montgomery Bus boycott, Greensboro, Nashville sit-ins, protests in Birmingham)</p> <p>Compare the philosophies of Martin Luther King Jr.’s strategy of non-violent protest to gain integration versus Malcolm X’s beliefs in black separatism, and black nationalism.</p>
	<b>Additional Instructional Activities</b>
	<ul style="list-style-type: none"> <li>Examine similarity of social movements between African-American, Whites, Native Americans, women, and anti-war protestors.</li> <li>Examine how the events in Birmingham, AL, changed American’s views on Civil Rights (Letter from Birmingham Jail).</li> <li>Write a dialog between Dr. Martin Luther King, Jr. and Malcolm X.</li> <li>Describe how Gideon v. Wainwright and Miranda v. Arizona expanded rights of the accused.</li> <li>Describe how the counterculture movement defied the traditional American lifestyles.</li> <li>Create a brochure discussing goals, actions, and results of the United Farm Workers, AIM, and the Women’s Movement.</li> <li>How did Title IX, the ERA and <i>Roe v. Wade</i> benefit or inhibit the women’s movement?</li> <li>Chart the major events of the Civil Rights movement in the United States.</li> <li>Examine the significance of the murder of Emmitt Till, the bombing of the 16<sup>th</sup> Street Baptist church and the Children’s March/Crusade influenced the Civil Rights Movement.</li> </ul>

<b>Organizing Principle 8: Moving into the 21<sup>st</sup> Century: 1980s-Present</b> The United States and the Defense of the International Peace 1940-present		2 weeks / Fourth Nine Weeks <b>Suggested Dates: April 8<sup>th</sup> – April 19<sup>th</sup></b>	
<b>Measurement Topic: 21<sup>st</sup> Century</b>			
Benchmarks	Curriculum Standards	Students Will:	Academic Language
SS.912.A.7.11  SS.912.A.7.12  SS.912.A.7.14  SS.912.A.7.15  SS.912.A.7.16  SS.912.A.7.17   The standards in bold are identified by the state as being assessed on the EOC.	<ul style="list-style-type: none"> <li>• <b>Analyze</b> the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</li> <li>• <b>Analyze</b> political, economic, and social concerns that emerged at the end of the 20<sup>th</sup> century and into the 21<sup>st</sup> century.</li> <li>• <b>Review</b> the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</li> <li>• <b>Analyze</b> the effects of foreign and domestic terrorism on the American people.</li> <li>• <b>Examine</b> changes in immigration policy and attitudes toward immigration since 1950.</li> <li>• <b>Examine</b> key events people in FL history as they relate to US history.</li> </ul>	- Identify and/or evaluate the significance of events and actions relating to United States foreign policy in Africa, Asia, the Caribbean, Latin America, and the Middle East.  - Evaluate the social, political, and economic impact of United States foreign policy pertaining to Africa, Asia, the Caribbean, Latin America, and the Middle East on society and culture in the United States.  - Evaluate the humanitarian, political, and economic factors that motivated United States foreign policy relating to Africa, Asia, the Caribbean, Latin American, and the Middle East.  - Identify the influence of the media on public opinion concerning foreign policy initiatives taken by the	<p><b>1980s/1990s:</b> Ronald Reagan, <b>Conservatism</b>, moral majority, Reaganomics/Supply-Side Economics, reverse discrimination, Keynesian Economics, “Peace Through Strength,” Strategic Defense Initiative (Star Wars), <b>Glasnost</b>, Perestroika, Berlin Wall, Grenada, Iran-Contra Affair, Afghanistan, Gorbachev, Tiananmen Square, AIDS, George H.W. Bush, Cold War Ends</p> <p><b>2000’s:</b> Affirmative Action, Christian Fundamentalist, human rights, economic sanctions, developing world, <b>Conservative</b>, unfunded mandate, budget deficit, national debt, Savings and Loan Crisis, Saddam Hussein, Persian Gulf War/Operation Desert Storm, personal computer, biotechnology, Internet, <b>globalization</b>, multinational corporation, service economy, Ross Perot, Bill Clinton, Family Medical Leave Act, Kenneth Starr, Newt Gingrich, Green Energy Impeachment, EU, NAFTA, GATT, WTO, Ethnic Cleansing, Al Qaeda, No Child Left Behind Act, Patriot Act, WMD, Tea Party Movement, Department of Homeland Security, Immigration Act of 1990, Violence Against Women Act, <b> jihad</b>, <b>liberalism</b>, <b>libertarian</b>, <b>socialism</b>, <b>terrorism</b>, George H.W. Bush, George W. Bush, Oklahoma City Bombing, 9/11, Election of 2000, Palestinian Liberation Organization (PLO), migration, inflation, social movements</p> <p><b>Florida History:</b> Rise in Senior Population, tourism, immigration retirees, terrorism</p>

		<p>United States relating to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <ul style="list-style-type: none"><li>- Examine how noted global and/or domestic events shaped the political, economic, and social issues and concerns of people living in the United States.</li><li>- Analyze the domestic issues that have both united and divided social, cultural, ethnic, religious, economic, and political groups in the United States.</li><li>- Identify and/or examine the political, economic, and social implications of the United States' role as a global leader.</li><li>- Examine both domestic and international consequences of global leadership.</li><li>- Analyze various social and political perspectives relating to domestic and international issues.</li></ul>	
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Resources	Moving into the 21 <sup>st</sup> Century: 1980s-Present
<b>Textbook</b>	<p><i>United States History and Geography Modern Times</i> McGraw Hill</p> <p>Chapter 20, Lessons 1-4            Chapter 21, Lessons 1-3            Chapter 22, Lessons 1-3            Chapter 23, Lessons 1-3</p> <p>Gateway to U.S. History Chapter 17</p>
<b>Safari Montage</b>	<p>The African Americans: Many Rivers to Cross with Henry Louis Gates, Jr.: A More Perfect Union 1968-2013 (Safari Montage)</p> <p>ABC News Fundamentalism and Terrorism Part 5: Terrorism in the United States</p> <p>Green Energy</p> <p>America Story of US: Millennium</p> <p>Preventing Terrorism (from Schlessinger Media)</p>
<b>Websites</b>	<p>US History End-of-Course Assessment Test Item Specifications <a href="http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf">http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf</a></p> <p>John F. McDonnell - The Century: America's Time (1999) [ABC TV Documentary]  <a href="https://www.youtube.com/channel/UCEfxRKRfDWCVLRUilfFxGDQ">https://www.youtube.com/channel/UCEfxRKRfDWCVLRUilfFxGDQ</a></p> <p>Cicero: Teaching History Beyond the Textbook <a href="http://www.cicerohistory.com">http://www.cicerohistory.com</a></p> <p>Khan Academy: <a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p>YouTube: <a href="https://www.youtube.com/watch?v=PL47F868B521713645">Crash Course U.S. History</a> (Episodes 43-47)</p> <p>Hip Hughes History <a href="https://www.youtube.com/playlist?list=PL47F868B521713645">https://www.youtube.com/playlist?list=PL47F868B521713645</a></p> <p>Jocz Productions: <a href="https://www.youtube.com/user/JoczProductions/playlists">https://www.youtube.com/user/JoczProductions/playlists</a></p> <p><a href="http://www.teachertube.com/">http://www.teachertube.com/</a></p> <p><a href="http://www.Pbs.org">www.Pbs.org</a></p> <p><a href="https://www.gilderlehrman.org/">https://www.gilderlehrman.org/</a></p> <p><a href="http://www.Teachervision.com">www.Teachervision.com</a></p> <p><a href="http://www.Edsitement.neh.gov">www.Edsitement.neh.gov</a></p> <p>Library of Congress Document Analysis Worksheets <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>Cpalms: <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a></p> <p>Digital History : <a href="http://www.Digitalhistory.uh.edu/">http://www.Digitalhistory.uh.edu/</a></p> <p>Florida Memory: <a href="http://www.floridamemory.com">www.floridamemory.com</a></p> <p>US History: <a href="http://www.USHistory.org">www.USHistory.org</a></p> <p>Ted Talks: How is Power divided in the Federal Gov't?  <a href="https://www.youtube.com/watch?v=HuFR5XBYLfU&amp;index=17&amp;list=PLIhqfbAUyfDFCuiQD9ZRAFtiHTA11dPli">https://www.youtube.com/watch?v=HuFR5XBYLfU&amp;index=17&amp;list=PLIhqfbAUyfDFCuiQD9ZRAFtiHTA11dPli</a></p>
<b>DBQ Binder History Alive!</b>	<p><b>DBQ</b></p> <p>Should the US drill for oil in Alaska's wilderness? (Mini-Q)</p>



	<p><b>History Alive</b> An Overview of Contemporary American Society</p>
<p><b>Hints</b> (some from the FLDOE EOC test specifications for U.S. History)</p>	<ul style="list-style-type: none"> <li>• Bolded Academic Language are recognized in the State EOC as part of the Item Writers Glossary.</li> <li>• Items should focus on policies, initiatives, events, and actions that occurred between 1972 and the present.</li> <li>• Items should focus on United States involvement, or need for involvement, in foreign affairs, rather than assessing the domestic issues of other countries.</li> <li>• Items should primarily focus on the latter part of the twentieth century to the present.</li> <li>• See Appendix for Socratic Seminar and Promoting Higher Level Discussion.</li> <li>• The first part of class (Bellringer) can be used to analyze quotes, images, cartoons, etc. to meet Research and Inquiry Skill Standards.</li> </ul>
<p><b>CPALMS Resources</b></p>	<p><b>URL:</b> <a href="http://www.cpalms.org/public/search/Search">http://www.cpalms.org/public/search/Search</a> Instructions:</p> <ol style="list-style-type: none"> <li>1. Click the live link above (paste into address bar if live link is not available)</li> <li>2. Input standard within search field</li> <li>3. Click search</li> <li>4. Click resource attached to standard for further information</li> </ol> <p>SS.912.A.7.11- Tutorial, Assessment, Student Resource  SS.912.A.7.12- Lesson Plan, Text Resource, Tutorial, Assessment, Student Resource  SS.912.A.7.14- Tutorial, Assessment, Student Resources  SS.912.A.7.15- Text Resource, Tutorial, Assessment, Student Resource  SS.912.A.7.16- Tutorial, Student Resource  SS.912.A.7.17- Tutorial, Student Resource</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• NYS Regents Exams for US History and Government <a href="http://www.nysedregents.org/USHistoryGov/home.html">http://www.nysedregents.org/USHistoryGov/home.html</a></li> <li>• Escambia County EOC <a href="https://ecsd-fl.schoolloop.com/ushistoryeocreview">https://ecsd-fl.schoolloop.com/ushistoryeocreview</a></li> <li>• Formative Assessments</li> <li>• DBQs (Writing Samples)</li> <li>• Common Assessments Created by PLC</li> <li>• Florida Virtual School U.S. History Diagnostic Test</li> <li>• County Created Diagnostic Exams</li> </ul>

Florida Literacy Standards	Florida Literacy Activities
<p><b>Reading: 1,3,5</b> (LACC.1112.RH.1.1) (LACC.1112.RH.1.3) (LACC.1112.RH.2.5)</p> <p><b>Writing: 2,4,9</b> (LACC.1112.WH.1.2) (LACC.1112.WH.2.4) (LACC.1112.WH.3.9)</p>	<p><i>Space Shuttle Challenger and Space Shuttle Columbia Disasters:</i> Students will listen to and analyze speeches from President Reagan and President Bush in regards to the Space Shuttle disasters of Challenger and Columbia (determine the tone, use of language, and common themes in the speech). Students will write a paragraph comparing these two speeches.</p>
	<p><b>Additional Instructional Activities</b></p>
	<ul style="list-style-type: none"> <li>• Create a timeline showing terrorist attacks from the 1980s to present.</li> <li>• Evaluate the role of the Supreme Court in the 2000 election.</li> <li>• Write a persuasive essay for/against NAFTA.</li> <li>• Complete a Venn diagram illustrating the differences between America during the Reagan administration and America during the Clinton administration.</li> <li>• Debate: Does the Patriot Act violate Civil Liberties?</li> <li>• Debate: When does national security violate Civil Liberties?</li> <li>• Compare/Contrast 21<sup>st</sup> century Middle Eastern policy by president.</li> <li>• Evaluate U.S. immigration policy since 1950.</li> </ul> <p><b>Post EOC Suggestions:</b> Decades Projects: Design a board game, Banner, PowerPoint Begin Discussing early history to prepare students for government (fundamentals of democracy, Declaration of Independence, Constitution, Federalists vs. Anti-Federalists) Student U.S. History Exit Survey Conspiracy Theories Project</p>

## Appendix A – U.S. History Item Writer Glossary Defined by the Florida Department of Education

### U.S. History End of Course Exam Test Item Specifications

**American Exceptionalism**—A view in which the United States is believed to be an extraordinary nation with a special role to play in human history—a nation that is unique and divinely ordained to lead the world toward democratic values.

**Americanization**—The process of assimilating immigrants into mainstream society by instilling the values and behaviors of American culture.

**Anarchism**—A radical political theory that opposes all forms of government; the act of opposing the dominant political leadership, often including acts of violence.

**Blue Collar**—Refers to a member of the working class who typically performs manual labor and earns an hourly wage; also used as a term to distinguish between social and economic classes. For example, neighborhoods, social events, and consumer spending patterns have been described as being white collar or blue collar.

**Brinkmanship**—The policy of being willing to go “to the brink of war” to preserve peace. The term was applied to Secretary of State John Foster Dulles’s foreign policy by his critics in the 1950s.

**Capitalism**—A market-based economic system in which individuals or corporations own and control factors of production; characterized by investment, economic incentive and risk, division of labor, free trade, and competition.

**Civil rights**—Basic rights of all citizens that are upheld by law. In the United States, civil rights include the rights described in the Bill of Rights and in the amendments to the Constitution.

**Communism**—A command-based economic system in which the factors of production are owned by the government and are operated by central planners who determine the type, quantity, price, and distribution of the goods that will be produced. It is often characterized by a single authoritarian party holding power.

**Conservatism**—A philosophy that resists rapid changes to established economic, political, and social institutions; characterized by an appreciation of stability, free enterprise, limited government, and traditional cultural norms.

**Domino Theory**—An idea that originated in the 1950s based on the belief that if one Asian country fell to communist rule then neighboring nations would also fall to communism.

**Fascism**—A philosophy or system of authoritarian government that advocates or exercises a single-party dictatorship, together with an ideology of nationalism, and assigns to the state control over every aspect of national life. It originated in Europe after World War I and is most commonly associated with Italy and Germany's National Socialism, or Nazism.

**Feminism**—A commitment to equal economic, political, and social rights for women. In the early twentieth century, the women's movement focused on issues such as suffrage and access to education. Since the 1960s, feminism has been largely concerned with other steps towards social equality, such as reproductive rights and equal pay for equal work.

**Free Enterprise**—An economic system in which private businesses and consumers are free to use their resources for production, consumption, and trade with limited government regulation. Free enterprise is associated with the concept of capitalism.

**Fundamentalism**—Belief based on traditional, strict, and more literal interpretation of religious texts, most commonly associated with certain segments of Christianity, Judaism, and Islam. Fundamentalism can also be applied in a political context.

**Glasnost**—A policy introduced in the Soviet Union by Mikhail Gorbachev in the 1980s that promoted political openness and freedom of expression; the Soviet policy was to use the media to make information available on some controversial issues in order to provoke public discussion, challenge government and party bureaucrats, and mobilize greater support for the policy of perestroika. The loss of the control of information through the media was one of the contributing factors to the collapse of the Soviet Union.

**Globalization**—The process by which the economies of countries around the world become increasingly integrated and interdependent; characterized by the worldwide integration of markets for goods, services, and capital.

**Imperialism**—A policy in which one country gains or expands political and/or economic influence over foreign lands through military conquest or economic supremacy.

**Industrialization**—The establishment and subsequent growth of manufacturing and mechanical production in a country; characterized by the growth of factories, technological advancements, and profound social developments.

**Inflation (Economic)**—An increase in overall prices caused by rising wages, an oversupply of money or credit (e.g., an increase in the amount of currency), an increase in the demand for goods, or a shortage in the supply of goods.

**Innovation**—The creation or introduction of a new idea in the form of a new product, invention, or service or an improvement in organization or process.

**Isolationism**—The policy of avoiding or limiting involvement with other nations. This may be applied through restricted immigration, foreign policy (e.g., avoiding entangling alliances and nation building), or economic policy (e.g., high tariffs and protectionism).

**Jihad**—A belief within Islam calling for an uprising or struggle against threats to Islam. In a modern sense, it refers to armed action against persons and/or governments and is associated with groups such as al Qaeda.

**Liberalism**—A philosophy that advocates for change and reform to established economic, political, and social institutions and norms to resolve social inequities. Classical liberalism, from the 17<sup>th</sup> century through the early 20<sup>th</sup> century, emphasized individual freedom and the consent of the governed. Modern liberalism, in the 20<sup>th</sup> and 21<sup>st</sup> centuries, utilizes government policies to address societal inequities.

**Libertarian**—A person who believes in the primacy of individual rights and the exercise of free will. Modern libertarians view government as a potential threat to individual freedom and argue that the federal government should limit itself to duties expressly stated in the Constitution.

**Marxism**—A political and economic philosophy developed by Karl Marx and Friedrich Engels and described in *The Communist Manifesto* (1848). Marxism, or communism, was based on the premise that the capitalist system was corrupt and that it would eventually be overthrown by the workers, who would establish a classless society.

**McCarthyism**—A term that stems from Senator Joseph McCarthy's accusations in the 1950s of communists in the federal government. The search for suspected communists in the United States was widely publicized, and the charges were indiscriminate and unsubstantiated. Today, the term is used in a pejorative manner.

**Militarism**—A government policy dedicated to maintaining a strong military force with a willingness to use it aggressively to promote the country's interest. It is also the involvement of members of the military in setting government policy or in the direct governing of the country.

**Nadir**—A reference to the low point in race relations beginning in the late nineteenth-century United States, coinciding with the period between *Plessy v. Ferguson* and *Brown v. Board of Education*.

**Nationalism**—A feeling of extreme pride and loyalty citizens have for their country. It can also be defined as a national policy based on self-interest rather than the common goals of international groups or coalitions.

**Nativism**—An attitude and belief that immigrants and their cultural influences are undesirable.

**Pacifism**—The belief that opposes the use of war to resolve conflicts; can include the doctrines of nonviolence and passive resistance.

**Populism**—Refers both to the People's Party (a movement of farmers, workers, and middleclass reformers who protested the growing unequal distribution of wealth and political corruption during the Gilded Age) and a style of protest found throughout American history.

**Progressivism**—A reform movement that sought to improve economic, political, and social conditions during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Progressivism is associated with the desire to use science to solve societal problems and government to affect change.

**Radical**— A person who favors rapid, fundamental change in the existing economic, political, and social order.

**Social Darwinism**—The social philosophy based on Charles Darwin’s theory of evolution that asserts humans, like other forms of life, competed for survival and that the “fittest” were the social elite. Therefore, Social Darwinism was used as a justification for imperialism, the denial of civil rights, and a justification for maintaining the societal status quo.

**Socialism**—A philosophy that espouses the utilization of government ownership or control of the means of production and the distribution of goods.

**Superpower**—A nation more powerful than most others that acts as a leader among nations; generally used after World War II in referring to the United States and the Soviet Union. While superpowers have often been considered those with the most destructive weapons, the term may also refer to nations with strong economies.

**Terrorism**—The use of violence, intimidation, and coercion to achieve an end, to gain publicity for a cause, or to disrupt the normal functioning of society. In the twenty-first century, terrorism became a central issue in United States foreign policy.

**Vietnamization**—A policy of the Nixon administration to encourage the South Vietnamese to take more responsibility for fighting the war and enable the United States to gradually withdraw its soldiers from Vietnam.

**White Collar**—Refers to a salaried professional or an office worker in a professional, managerial, or administrative position; also used as a term to distinguish between social and economic classes. For example, neighborhoods, social events, and consumer spending patterns have been described as being white collar or blue collar.

**Yellow Journalism**—Sensationalized reporting used by newspapers to attract readers and make profits. It was a contributing factor in the outbreak of the Spanish-American War and is still an element of reporting today.

## Appendix B - Essential Questions / Learning Targets

### Civil War & Reconstruction

1. Review the causes and consequences of the Civil War.
2. Assess the influence of significant people or groups on Reconstruction (e.g., Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth).
3. Describe the issues that divided Republicans during the early Reconstruction era (e.g., the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations [e.g., the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces]).
4. Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
5. Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
6. Compare the effects of the Black Codes and the Nadir on freed people and analyze the sharecropping system and debt peonage as practiced in the United States.
7. Why did conflict between The United States and American Indian nations grow after the Civil War?
8. Summarize the Plains Indian's experience during westward expansion?

### Agrarian to Industrial Transition and Gilded Age

1. What were the economic challenges to American farmers and the farmers' responses to these challenges in the mid to late 1800s? What was the affect of technology and invention on city and farm life?
2. What "push" and "pull factors" led to post Civil War immigration from Europe, Asia, and Mexico and what benefits and hardships did immigrants face in the United States?
3. What were the causes and effects of the 2nd Industrial Revolution? In what ways was it different than the 1st Industrial Revolution?
4. How did the development of steel, oil, transportation, communication, and business practices affect the U.S. economy (e.g. railroads, telegraph, pools, holding companies, trusts, and corporations)?

5. To what extent were men such as Carnegie, Rockefeller, and Morgan "Captains of Industry" or "Robber Barons?"
6. What effects did Social Darwinism and the Gospel of Wealth have on society?
7. How did laissez-faire government policies help promote business during the Gilded Age?
10. What caused the development of labor unions and to what degree did labor unions succeed in their goals during the Gilded Age?
11. What effect did the spoils system have on government and how was it limited in the late nineteenth century?
12. Why did some Americans and "old" immigrants resent the large number of "new" immigrants arriving during the Gilded Age?
14. Why did African Americans and women move to the cities during the Gilded Age?

### Age of Imperialism and Progressivism

1. What arguments did supporters and opponents of American expansion and imperialism use to make their case?
2. How did American overseas expansion relate to 19th century policies and ideas such as the Monroe Doctrine and Manifest Destiny?
3. How did Alaska and Hawaii become United States territories?
4. Why was the U.S. interested in Cuba, Hawaii, and the Philippines?
5. What were the causes, course, and effects of the Spanish American War?
6. What were the causes and effects of the conflict in the Philippines?
7. What were the pros and cons for Cuba becoming a U.S. protectorate?
8. How did Puerto Rico progress from Spanish colony to United States territory?
9. How did the United States acquire the Panama Canal, what were the obstacles connected to its construction, and why was the canal important to the U.S.?
10. What was President's Roosevelt's impact on U.S. foreign policy?
11. To what extent were Dollar Diplomacy and Moral Diplomacy beneficial or detrimental in Latin America?
12. How were Booker T. Washington's or W.E.B. Dubois' philosophies for African American success similar and different?

13. Who lived in ‘ghettos’ and what was life like in the ghetto?
14. What were political machines/bosses? Why did immigrants vote for them?
15. What were the impacts of Populism and the Social Gospel Movement (Hull House, Jane Addams, and Temperance Movement, Florence Kelley)?
16. What were the economic challenges faced by American farmers and how did they respond during the mid to late 1800s?
17. What was the impact of the Progressive Movement of the late 19th and early 20<sup>th</sup> centuries?

### **World War I and the Roaring 20s**

1. What were the causes and effects of World War I in Europe?
2. Why did the United States enter World War I, and what impact did American soldiers have on the war?
3. Why do some historians call World War I the first modern war?
4. How did the United States mobilize for World War I on the home front?
5. In what ways did wartime acts and court cases reveal tension between war efforts and freedom of expression?
6. How did World War I affect different ethnic and racial groups and women in the U.S. and in Europe?
7. What were the effects of the decision of The United States to reject the Treaty of Versailles and membership in the League of Nations?
8. What position did The United States take concerning world affairs before and following World War I?
9. What efforts did the U.S. and other nations take following WWI to avoid future wars?
10. Why was The United States in good economic shape following World War I as opposed to nations in Western Europe, and why did the U.S. experience an economic boom during the 1920s?
11. How did President Coolidge’s saying, “The Business of America is Business,” summarize one aspect of life in America in the 1920s?
12. What was the impact of U.S. foreign policy during the 1920?
13. What effect did the Bolshevik Revolution in Russia have on the U.S. during the 1920s?
14. What effect did strikes and labor unrest during the 1920’s have on workers and industry?
15. How did American attitudes shape the immigration policies of the 1920s (and how was this issue related, in part, to anti-communist feelings)?

16. What were the causes and effects of the Great Black Migration?
17. How did prohibition impact life in America during the 1920’s?
18. What led writers of the “Lost Generation” to feel disillusionment with their country, and what impact did these writers have on American culture?
19. In what ways was the Harlem Renaissance a cultural flowering for African Americans?
20. How was the Scopes Trial a symbol for the clash between modernists and fundamentalists during the 1920s?
21. How appropriate are the names “The Roaring Twenties” and “The Jazz Age” for the 1920s?
22. What events and people impacted life and culture in Florida during the 1920s?

### **The Great Depression and World War II**

1. What do economists believe were the causes of The Great Depression?
2. Why was the Stock Market Crash of 1929 a symbol for the beginning of The Great Depression, and what impact did the crash have on the nation’s economy?
3. How did the problems farmers experienced in the 1920’s foreshadow events of The Great Depression?
4. How did Dust Bowl conditions in the Great Plains affect the entire country during the Depression?
5. What were the negative effects of the Depression on American lives?
6. How were women and minorities impacted during the Great Depression?
7. In what ways did Americans continue to look ahead despite the Depression?
8. How did President Hoover, Congress, and the Federal Reserve respond to the economic depression?
9. To what extent was FDR’s response to the Great Depression a continuation of Hoover’s work and to what extent was it a departure?
10. What were FDR’s key New Deal policies and programs and what did they aim to achieve?
11. How was FDR’s New Deal a continuation of reforms from the earlier Progressive Era (early 1900s)?
12. How did different groups of Americans react to New Deal programs (e.g. business owners, labor unions, minorities), and what impact did the programs have on various socioeconomic and ethnic/racial groups?



13. How did critics of FDR criticize his programs and methods, including legal challenges?
14. How have programs from the Second New Deal such as Social Security continued to affect people today?
15. To what extent did the New Deal help to end the Great Depression versus other factors?
16. How did the Treaty of Versailles from World War I affect events that led to World War II?
17. In what ways did appeasement contribute to the rise of totalitarian regimes during the 1930s?
18. What role did propaganda play during Adolf Hitler's rise to power and throughout WWII?
19. How did the Treaty of Versailles from World War I affect events that led to World War II?
20. In what ways did appeasement contribute to the rise of totalitarian regimes during the 1930s?
21. What role did propaganda play during Adolf Hitler's rise to power and throughout WWII?
22. What were the reasons for President Truman's decision to use the atomic bombs to end the war in Japan?
23. How was American society transformed by World War II?
24. In what ways did women and minorities help the war effort?
25. What were the causes and effects of the Holocaust (include discussion of long-term effects related to the Middle East)?
26. What efforts were made to expand and contract rights and opportunities during World War II (women, African Americans, American Indians, German & Japanese Americans)?
27. How was American society transformed by World War II?
28. In what ways did women and minorities help the war effort?
29. What were the causes and effects of the Holocaust (include discussion of long-term effects related to the Middle East)?
30. What efforts were made to expand and contract rights and opportunities during World War II (women, African Americans, American Indians, German & Japanese Americans)?

### **The Cold War: 1950s-1970s**

1. How did the different political aims of the United States and the Soviet Union contribute to the Cold War?
2. What were the differences between Soviet style communism and the American free enterprise system, and explain why the United States has always favored the latter?
3. How did the United States react to the rise of communism in Asia, Eastern Europe, and the threat of communism in other areas of the world (i.e. Germany, China, Greece, Turkey, Middle East)?
4. What caused the Korean War and in what ways did it heighten Cold War fears at home and abroad?
5. How did the rise of communism in Europe and the presence of communists in the United States during the late 40s and 50s affect American society?
6. How did the launching of Sputnik and the U-2 spy plane incident impact United States policy and public opinion?
7. What were the effects of Fidel Castro's takeover of Cuba on Florida and on U.S. foreign policy?
8. What were the causes and effects of the Bay of Pigs Invasion and Cuban Missile Crisis?
9. What foreign policy did the U.S. maintain with Caribbean and Latin American nations during the Cold War?
10. What impact did NASA have on America's development (culture, technology, and defense)?
11. What were the causes and effects of the following phenomenon: the GI Bill, the Baby Boom, the growth of suburbs, TV and Rock-n-Roll?
12. What was the impact of the post WWII economic boom on different ethnic and social classes in the U.S.?
13. What issues helped John F. Kennedy win the election of 1960 over Richard Nixon?
14. What role did the subject of religion have in the election of 1960?
15. What were the key policies President Kennedy supported during his presidency?
16. How did the assassination of President Kennedy impact the country?
17. How effective were President Lyndon Johnson's War on Poverty and Great Society programs.
18. What was the reasoning behind, and the extent of, United States involvement in South Vietnam during the Kennedy years?

19. How did American involvement in Vietnam change under President Johnson's and Nixon's presidencies?
20. How did the protest movement impact people in the U.S. and the American soldiers in Vietnam?
21. What were the most important events that influenced the elections of 1964 and 1968?
22. What were the effects of the Vietnam War?
23. Why did President Nixon's campaign promises and administration appeal to voters in general, and to southerner voters specifically in 1968 and 1972?
24. What was the impact of President Nixon's new foreign policy toward China and the Soviet Union?
25. How did President Nixon's domestic policies impact the country?
26. Why did the break in of the Watergate Hotel lead to the resignation of President Nixon, and what were the effects of the Watergate scandal?
27. What were the causes and effects of the counterculture movement during the 1960s and 1970s?
28. What events led to the election of a dark horse candidate, Jimmy Carter, in 1976?
29. What were President Carter's responses to conflict in The Middle East and a poor economy at home during the late 1970s? What were the effects of his responses?
30. What factors caused the rise of conservatism in the 1980s, and the election of Ronald Reagan?
31. What were the major components of 'Reaganomics' and what was each intended to do for the country?
32. What were the key components of President Reagan's foreign policy?
33. What policies, actions, and alliances did Reagan use to help bring down the Soviet Union?

### **The Civil Rights Movement**

1. What were the major events and accomplishments of the modern Civil Rights and Women's Rights movements?
2. What are the similarities and differences between the non-violent and violent approaches utilized by groups to achieve civil rights?
3. Which key leaders and organizations were vital in shaping the Civil Rights Movement?

4. Which key leaders and organizations were vital to the Black Power Movement?
5. What were the goals of the African Americans, whites, and other groups in achieving integration and equal rights?
6. What were the significant Supreme Court decisions related to integration, bussing, and affirmative action?
7. How did the Black Civil Rights movement influence other movements of the era (i.e. women, Hispanics, American Indians)?

### **The 21st Century: Challenge and Change**

1. In what ways was President George H. W. Bush's presidency a continuation of President Reagan's and in what ways was it a departure?
2. What were the causes and effects of The Gulf War?
3. What factors led to the election of the dark horse, Bill Clinton, to the presidency in 1992?
4. What were the key policies President Clinton pursued, both domestic and foreign?
5. What were the causes and effects of the impeachment of President Bill Clinton?
6. What constitutional provisions came into play during the 2000 election, and what was Florida's special role in the election?
7. Describe President Bush's key domestic and foreign policies?
8. What were the causes and effects of the terrorist attacks on September 11th?
9. How have new technologies revolutionized American life and contributed to new financial markets?
10. In what ways has increased globalization changed the U.S. economy during the last couple of decades?
11. What factors led to changes in Florida's economy and development since the 1950s?
12. How have changing demographics involving an aging population and increased immigration from Latin America impacted American culture, economics, and politics?
13. What changes in immigration policy and public attitudes have occurred since 1950?

## Appendix C - Questions to Help Promote Discussion

**Thinking:** The types of questions dig into the thinking of the respondent.

- What causes you to say that?
- Could you explain what you mean?
- How does this relate to what we have been talking about?

**Assumptions:** We examine hidden assumptions on which thinking might be based.

- What must be true for your thinking to be correct?
- What other assumptions are possible?

**Reasoning:** Breaking reasoning down into its component parts, or challenging rationale, can cause deeper more specific thinking.

- Why do you think so?
- How do you know this/that?
- What facts are there to support what you are saying?

**Alternative Perspectives:** These questions help us look at issues from more than one point of view.

- What's another way to look at this?
- Why is this viewpoint stronger than the other one? How do you know?
- What are the strengths and weaknesses of each viewpoint?

**Implications and Consequences:** Extends an argument to its implications and consequences/strengthens thought.

- What might happen next?
- How does this change what we've already learned?

**Metaquestioning:** We question the question, identifying the usefulness or value of various questions.

- What was the point of asking that question?
- How does that question help your thinking?
- Which questions were most helpful in advancing your thinking? Least helpful?

## Appendix D - Basic Socratic Seminar Guidelines

1. Refer to the text when needed during the discussion. A seminar is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the text.
2. Come in prepared; if you're here--you're fair game for participation
3. Do not stay confused; ask for clarification.
4. Stick to the point currently under discussion; make notes about ideas you want to come back to.
5. Take turns speaking; allow people to finish their thoughts.
6. Listen carefully.
7. Speak up so that all can hear you.
8. Talk to each other
9. Discuss ideas rather than each other's opinions.
10. Make valid, well-educated/informed statements.
11. Don't read to the group.
12. Come away with some NEW piece of relevant information.

A Socratic Seminar is a time for DIALOGUE; not debate.

### **A dialogue is characterized by:**

- suspending judgment
- examining our own work without defensiveness
- exposing our reasoning and looking for limits to it
- communicating our underlying assumptions
- exploring viewpoints more broadly and deeply
- being open to disconfirming data
- approaching someone who sees a problem differently not as an adversary, but as a colleague in common pursuit of better solution.

The following rubric can be used during Socratic for a formative or summative grade. Also consider having the students write a short reflection about the Socratic; what they learned, something they didn't get to share and something that was their A-Ha! Moment.

<b>Socratic Seminar Rubric</b>	<b>Text Preparation</b> —reading and annotation of text	<b>Engagement</b> —participation in discussion and on-task	<b>Use of Text</b> —support of ideas with text;	<b>Conduct</b> —encouragement of group; participation is civilized and respectful	<b>Listening</b> —Building on ideas from others	<b>Insight and Reasoning</b> —asks thoughtful questions; makes significant connections or brings new ideas	<b>Openness</b> —Acceptance of other points of view
<b>5 Exemplary</b>	Remarks and written work reveal a critical reading of text with annotations, vocabulary and at least four critical, discussable questions connected to the text.	Demonstrates thoughtful and active participation throughout seminar. Consistently stays on task. Body language is active. Consistently makes eye contact.	Initiates specific references to text to support and defend ideas without external prompting.	Contributes to the success of the group and makes invitations by name to include and support all participants. Is consistently nonjudgmental and respectful.	Listens unusually well. Frequently responds using names. Comments indicate accurate and perceptive listening and connect directly to what has been said.	Questions and comments are insightful, logical and contribute to deeper construction of meaning. Presents new ideas and makes connections to previous/outside topics or dialogues.	Accepts points of view other than own and uses them to expand own ideas and discover new meaning about concepts.
<b>4 Accomplished</b>	Remarks and written work reveal text was read—ideas are relevant. Annotations are present and three or four critical, text-based questions are present.	Demonstrates active participation throughout seminar. Stays on task. Body language is active. Often makes eye contact.	Makes specific references to text to support ideas. Uses text effectively when challenged to do so.	Demonstrates respect and enthusiasm attempting to include and support all participants. Makes invitations to participants.	Listens and is able to respond to ideas and questions from others with little digression. May sometimes use names in responses.	Questions and comments are apt, logical, and relevant but do not necessarily offer significantly new insights or ideas.	Accepts points of view of others and attempts to use them to expand own ideas but may reflect set thinking.
<b>3 Average</b>	Remarks and written work reveal text was read, but ideas may be irrelevant or annotations may be scant with only three or fewer questions present.	Demonstrates active participation through most of seminar. Stays on task most of the time. Body language and eye contact show some engagement.	Occasionally makes references to text to support and defend ideas but may have to be challenged to do so.	Demonstrates general respect for the group but is not always supportive and inclusive. May at times be judgmental or impatient of others.	Generally listens but is not always attentive as evident in some unconnected responses. Frequently focuses on same people.	Questions and comments are apt and logical but do not move the group forward to a deeper understanding. Some ideas may be off topic.	Acknowledges other points of view but may try to argue or refute them. Points reflect a lack of flexibility.
<b>2 Needs Improvement</b>	Remarks and written work reveal cursory reading of the text. Few questions present or questions lack substance for discussion.	Participates in seminar although may be off task. Occasionally carries on side conversations. May be disengaged or lack eye contact.	Makes few references to text and is unable to defend origin of ideas when challenged to do so.	Speech and manner suggest a lack of support and/or respect. Lacks awareness of group dynamics by conversing with same people most of the time.	Comments are relevant to topic but lack connection to what has been said by others.	Questions and comments reveal personal reactions but lack logic and/or insight.	Argues with other points of view and is reluctant to acknowledge them as possible or relevant.
<b>1 Undeveloped</b>	Remarks and written work suggest the text was not carefully read. Questions lack substance for discussion.	Is a passive observer of seminar or is off task. Side conversations are frequent.	Makes no references to text to support and defend ideas. Ideas appear “off the cuff.”	Makes no attempt to be inclusive. Uses disrespectful language. Centers dialogue on self or specific classmates.	Does not listen adequately; therefore, comments are random and may be irrelevant.	Questions and comments are illogical, difficult to follow and offer no benefit to the group.	Does not acknowledge or accept other points of view. Engages in debate over dialogue.