

10th Grade U.S. History
Curriculum Mapping
2019-2020
Wade Gall

Unit: <i>Westward Expansion</i>		Time: <i>August 2019</i>
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1.3-Describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive) • 9-12.H.1.4-Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.3.3-Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy.(Courses: Early, Comprehensive) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Module 2</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Great Plains, Treaty of Fort Laramie, Sitting Bull, George Custer, assimilation, Dawes Act, Battle of Wounded Knee; Comstock Lode, hydraulic & hard-rock mining, long drive, Homestead Act, exoduster, Morrill Acts, Grange, Farmers Alliance, populism, gold standard, bimetallism</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>

		<i>Notes Quizzes/Test over the information that was covered in the Module</i>
<p>Reflection: Overall, these first two chapters went well. Being from the Midwest the students were interested in the Native American way of life and the wars with the American government. Also how the railroad was a huge influence in opening the west.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What were the effects of westward expansion on Native Americans?</i> • <i>What were the lives like for settlers on the Great Plains?</i> • <i>What role did horses and buffalo play in the lives of the Plains Indians?</i> • <i>What was the Dawes Act and what did it seek to achieve?</i> • <i>What were the causes and consequences of the Battle of Wounded Knee?</i> • <i>Why was Sitting Bull killed?</i> • <i>What was the role of silver and gold in luring people to the American West?</i> • <i>How did the growth of railroads & cities impact the cattle business?</i> • <i>What was the Long Drive?</i> • <i>How did the transcontinental railroad open up the West for settlement?</i> • <i>How did the government encourage western settlement?</i> • <i>What technology did settlers rely on to help them tame the prairie?</i> • <i>What hardships did farmers face in the late 1800s?</i> • <i>What reforms did the Populist movement promote?</i> • <i>What were the causes & consequences of the Panic of 1893?</i> • <i>Why did the Populist movement collapse?</i> 	

Unit: <i>Westward Expansion; Industrialization</i>		Time: <i>September 2019</i>
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1.4-Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.3.3-Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy.(Courses: Early, Comprehensive) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Modules 2 & 3</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>, Edwin Drake, Bessemer Process, Thomas Edison, Alexander Bell, Transcontinental RR, Cornelius Vanderbilt, Andrew Carnegie, social Darwinism, vertical & horizontal integration, J.P. Morgan, John Rockefeller, trusts, monopoly, Sherman Antitrust Act, collective bargaining, AFL, Eugene Debs, IWW, Mary Harris Jones</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: The tactics taken by big business owners to gain	Essential Questions: <ul style="list-style-type: none"> • <i>What led to the nation's oil boom?</i> 	

<p>more power and the actions of the workers to gain a better way of life was a topic that was well received. Many of the students also were surprised that the railroads would take advantage of the farmers in so many ways in terms of price gouging.</p>	<ul style="list-style-type: none"> • <i>What was the Bessemer Process & how did it fuel steel production?</i> • <i>How did harnessing electricity transform American business?</i> • <i>How did new inventions & products affect people at home and at work?</i> • <i>How did Cornelius Vanderbilt improve the expansion of the railroad?</i> • <i>How did the growth of railroad lines promote the growth of cities & trade?</i> • <i>For what reasons were farmers angry at railroad companies?</i> • <i>How did the Granger laws help farmers?</i> • <i>What is the difference between vertical & horizontal integration?</i> • <i>What businesses did Andrew Carnegie & John D. Rockefeller dominate?</i> • <i>Why did the nation's business boom bypass the South?</i> • <i>How well did the government regulate "big business?"</i> • <i>What conditions did many factory workers navigate in the late 1800s?</i> • <i>Why did labor activists turn to Socialism?</i> • <i>What role did women play in the labor movement?</i>
--	--

<p>Unit: Immigration & Urbanization; Progressivism</p>	<p>Time: October 2019</p>	
<p>Standards Taught</p>		
<ul style="list-style-type: none"> • 9-12.H.1.4-Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.3.3-Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy.(Courses: Early, Comprehensive) 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>
<p><i>Students who needed the extra help received guided notes, extra time for</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p>

<p><i>assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>work. Overall the environment is structured and has rules and procedures in place.</i></p>	<ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Modules 4 & 5</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
<p>Prior Knowledge Needed</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Ellis Island, Angel Island, melting pot, nativism, urbanization, Americanization movement, tenement, Social Gospel Movement, settlement house, Jane Addams, social mobility, political machine, graft, patronage, civil service, The Wright Brothers, pragmatism, Mark Twain, RFD, William Randolph Hurst, progressive movement, prohibition, muckrakers, Henry Ford, initiative, referendum, recall, 17th Amendment, Booker T. Washington, W.E.B. DuBois, Niagara Movement, poll tax, grandfather clause, segregation, Jim Crow Laws, Plessy v. Ferguson, Susan B. Anthony, suffrage, Elizabeth Cady Stanton, Upton Sinclair, Theodore Roosevelt, Meat Inspection Act, Square Deal, conservation, NAACP, Bull Moose Party, William Taft, Woodrow Wilson, Clayton Antitrust Act, FTC, Federal Reserve System, 19th Amendment</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: A lot of information covered in these</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>For what reasons did immigrants come to America?</i> 	

two chapters. Overall, things went well. The students were very attentive and receptive to the information. The plight of immigrants and minorities started a very good discussion in class. The lack of rights for African Americans due to the Jim Crow laws also garnered quite a bit of conversation. The women's suffrage movement was also interesting in that many of the students were surprised to learn how long it took for women to be allowed to vote in federal elections.

- *What difficulties did immigrants face on their journey to the United States?*
- *How did immigrants cope after arriving in America?*
- *What did nativists believe?*
- *Why did many immigrants settle in the nation's cities?*
- *What was the goal of the Americanization movement?*
- *What were the housing problems that many poor city dwellers faced?*
- *What was the Social Gospel Movement?*
- *What was the purpose of settlement houses?*
- *Who was Jane Addams?*
- *What was a political machine?*
- *What role did immigrants play in the politics of many big cities?*
- *How did political machines maintain their power?*
- *What were the consequences of the patronage system?*
- *Where did Presidents Cleveland, Harrison, & McKinley stand on the tariff issue?*
- *How did engineering innovations help cities grow upward & outward?*
- *What effect did advances in paper, printing, and photography have on publishing & journalism?*
- *How did airplanes revolutionize communication as well as transportation?*
- *What leisure activities became popular with Americans in the early 1900s?*
- *What spectator sports were popular in the early 1900s?*
- *How did the growth of cities change the way in which goods were sold?*
- *What were the four goals of progressivism?*
- *How did prohibition fit into the reform movement?*
- *How did reform mayors & governors clean up their local & state governments?*
- *How did reforms protect children & change working conditions?*
- *How did new state laws affect the growth of public education?*
- *How did the educational experiences differ for African Americans and immigrants?*

	<ul style="list-style-type: none"> • <i>How did African Americans work to gain a higher education?</i> • <i>What were Jim Crow laws?</i> • <i>What was the significance of the Supreme Court ruling in Plessy v. Ferguson?</i> • <i>How were African Americans discriminated against in the North?</i> • <i>What difficulties did Mexicans encounter in the United States?</i> • <i>What experiences did Chinese immigrants & Native Americans face?</i> • <i>Who were the leaders of the woman suffrage movement?</i> • <i>How was women’s suffrage achieved?</i> • <i>The growing presence of women in the work force in the early 1900s affected the United States in what ways?</i> • <i>What were some of the main events of Teddy Roosevelt’s presidency?</i> • <i>How did Teddy Roosevelt use the power of the Presidency to regulate business?</i> • <i>What were some of the laws passed to protect public health & the environment?</i> • <i>What was Teddy Roosevelt’s stance on civil rights?</i> • <i>What were the main events of the Taft presidency?</i> • <i>What were the reasons for the split in the Republican Party?</i> • <i>What were some of the main happenings during the election of 1912?</i> • <i>What were some of President Wilson’s progressive reforms that he incorporated during his presidency?</i> • <i>What were the major steps that led to women’s suffrage?</i> • <i>What was President Wilson’s position on civil rights?</i>
--	---

Unit: U.S. Imperialism; World War I Begins	Time: November 2019
Standards Taught	
<ul style="list-style-type: none"> • 9-12.H.1.4-Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era.(Courses: Modern, Comprehensive) • 9-12.H.1.5-Explain the transformation of America from World War I through the Great Depression.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) 	

- 9-12.H.4.7-Evaluate the causes and effects of the First World War on the United States.(

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> <i>Bell Ringer Exercises</i> <i>Lecture/Notes over Modules 6 & 7</i> <i>Assignments which corresponded with the lesson.</i> <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Mathew Perry, Imperialism, William Seward, John Stevens, Jose Marti, Yellow Journalism, USS Maine, Spanish-American War, George Dewey, Battle of San Juan Hill, Treaty of Paris, Martial Law, Foraker Act, Teller Amendment, Emilio Aguinaldo, Spheres of Influence, "The Boxers", Hay-Bunau-Varilla Treaty, Roosevelt Corollary, Dollar & Missionary Diplomacy; Porfirio Diaz, Victoriano Huerta, Watchful Waiting, ABC Powers, John Pershing, Selective Service Act, Convoy System, AEF, Dreadnought, Alvin York, Marshall Foch, Armistice, Nationalism, Triple Entente, Central Powers, Franz Ferdinand, Schlieffen Plan, Trench Warfare, Shell Shock, U-boats, Sussex Pledge, Zimmerman Notes, Bolsheviks, Propaganda,</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>

	<p><i>Espionage & Sedition Acts, Great Migration, Pandemic, 14 Points Program, League of Nations, Paris Peace Conference, Treaty of Versailles, Irreconcilables, Reservationists</i></p>	
<p>Reflection: <i>Overall, things went well these two chapters. Students had many questions about the Spanish-American war & were conflicted on how America treated the Philippines when they wanted independence. World War I was a popular chapter. The students were very involved and had many valid questions over the material which led to some great discussions.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What economic & cultural factors fueled the growth of American imperialism?</i> • <i>How did America acquire Alaska?</i> • <i>How did America take over the Hawaiian Islands?</i> • <i>What were American opinions regarding Cuba’s revolt against Spain?</i> • <i>What events escalated the conflict between America & Spain?</i> • <i>What events led up to the Spanish-American War & what were its results?</i> • <i>How did the Platt Amendment give America partial control over Cuba?</i> • <i>What were the causes & effects of the Philippine-American War?</i> • <i>What were the main purposes of the Open Door policy in China?</i> • <i>What were the views of Americans regarding U.S. Imperialism?</i> • <i>How did Teddy Roosevelt’s foreign policy promote American power around the world?</i> • <i>How did President Wilson’s Missionary diplomacy ensure American dominance in Latin America?</i> • <i>What were the causes of World War I?</i> • <i>What was the American public’s take on the war?</i> • <i>Why did America enter World War I?</i> • <i>How did America mobilize for the war?</i> • <i>What were the new weapons and the medical problems faced during World War I?</i> • <i>What American offensive attacks helped to end the war?</i> • <i>How did American businesses and the government cooperate during the war?</i> • <i>How did the American government promote the war?</i> • <i>How did the war impact the civil liberties of some Americans?</i> 	

	<ul style="list-style-type: none"> • <i>What social changes occurred that affected African Americans & women during this time?</i> • <i>What was President Wilson's 14 Points program?</i> • <i>What was agreed on in the Treaty of Versailles and how did Americans & the rest of the world react to it?</i> • <i>What were some of the consequences that came about because of World War I?</i>
--	---

Unit: The Roaring Twenties		Time: December 2019
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1.4-Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era.(Courses: Modern, Comprehensive) • 9-12.H.1.5-Explain the transformation of America from World War I through the Great Depression.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.3.3-Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. • 9-12.H.4.7-Evaluate the causes and effects of the First World War on the United States.(
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Module 8</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Isolationism, Charles Evans Hughes, Kellogg-Briand Pact, Dawes Plan, Teapot Dome Scandal, Calvin Coolidge, Henry Ford, Route 66, Holland Tunnel, Consumerism, Installment Plan, Speculation,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering</i>

	<p><i>xenophobia, nativism, communism, Red Scare, anarchists, Ku Klux Klan, quota system, Indian Citizenship Act, 18th Amendment, speakeasies, bootleggers, organized crime, fundamentalism, The Scopes Trial, ACLU, Clarence Darrow, William Jennings Bryan, flappers, double standard, the Roaring Twenties, Charles Lindbergh, Spirit of St. Louis, "Talkies", Irving Berlin, George Gershwin, Modernism, F. Scott Fitzgerald, The Lost Generation, NAACP, Black Nationalism, Harlem Renaissance, Langston Hughes, Louis Armstrong, Jazz Age, Duke Ellington, Cab Calloway</i></p>	<p><i>the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>The chapter went over well with the most interest focused on life in the 1920s with the speakeasies and the beginnings of organized crime, the national reaction to the "Red Scare", and the Harlem Renaissance movement</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How was President Harding's "normalcy" policy contrast with Progressive era reforms?</i> • <i>What scandals plagued the Harding presidency?</i> • <i>What was the impact of the automobile and other consumer goods on American life?</i> • <i>In what ways was American prosperity superficial?</i> • <i>What were the causes of xenophobia, nativism, and isolationism in America after World War I?</i> • <i>What was the reaction in America to the perceived threat of Communism?</i> • <i>What were the causes & effects of the quota system in the United States?</i> • <i>What were some of the postwar conflicts between labor & management?</i> • <i>How did urbanization create a new way of life that often clashed with the values of traditional rural society?</i> 	

	<ul style="list-style-type: none"> • <i>What was the controversy over the role of science and religion in American education and society in the 1920s?</i> • <i>How did the image of the flapper embody the changing values and attitudes of young women in the 1920s?</i> • <i>What were the causes and results of the changing roles of women in the 1920s?</i> • <i>How did education and technology influence popular culture in the 1920s?</i> • <i>How did Americans spend their free time in the 1920s?</i> • <i>Who were the notable entertainers, artists, and writers of the 1920s?</i> • <i>What were the causes and results of the migration of African Americans to northern cities in the early 1900s?</i> • <i>What was the prolific African American artistic activity that became known as the Harlem Renaissance?</i>
--	---

Unit: The Nation's Sick Economy; A New Deal Fights the Depression		Time: January 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1.4-Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era.(Courses: Modern, Comprehensive) • 9-12.H.1.5-Explain the transformation of America from World War I through the Great Depression.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.3.3-Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. • 9-12.H.4.8-Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Modules 9 & 10</i>

	<i>and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Credit, deflation, bull & bear markets, stock speculation, margin buying, the FED, Black Tuesday, Great Depression, Smoot/Hawley Tariff, shantytowns, breadlines, Dust Bowl, Black Blizzards, Direct Relief, "wild boys", Herbert Hoover, Rugged Individualism, RFC, The Bonus Army, Douglas MacArthur, Franklin Roosevelt, Brain Trust, New Deal, Hundred Days, Fireside Chats, FDIC, SEC, AAA, TVA, CCC, HOLA, FERA, Deficit Spending, Charles Coughlin, Francis Townsend, Huey Long, Share-Our-Wealth Program</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: <i>The students had a lot of feedback on the stock market crash and what led to it in terms of all of the risk people were taking with Credit, instead of using real money. Some were amazed how the Bonus Army was treated so poorly by the Hoover administration and then also all of the programs that were passed under the New Deal. The students could not believe how many were passed so quickly by Congress.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What were the critical problems that threatened the American economy in the late 1920s?</i> • <i>What were the causes of the stock market crash & Great Depression?</i> • <i>How did banks & businesses affected by the financial collapse?</i> • <i>How did the Great Depression affect the economy in the United States and throughout the world?</i> • <i>In what ways did people struggle to survive during the Depression?</i> • <i>How did the Depression affect men, women, & children?</i> • <i>What was President Hoover's initial response to the Depression?</i> 	

	<ul style="list-style-type: none"> • <i>What actions were taken by President Hoover to help the economy and the hardships suffered by Americans?</i> • <i>What was the Bonus Army & what were President Hoover's actions towards it?</i> • <i>What were the steps that President Franklin took to reform banking and finance?</i> • <i>What were the main New Deal programs?</i> • <i>Who were some of the critics of the New Deal?</i> • <i>What was the purpose of the 2nd New Deal?</i> • <i>How did the New Deal programs help farmers?</i> • <i>What were some of the programs of the 2nd New Deal aimed towards helping young people & professionals?</i> • <i>What were some of the labor and economic reforms carried out under the 2nd New Deal?</i>
--	---

Unit: A New Deal Fights the Depression; War Breaks Out		Time: February 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1.5-Explain the transformation of America from World War I through the Great Depression.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.4.8-Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. • 9-12.H.4.9-Explain the causes, events, and consequences of the Second World War including issues at home and abroad. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Modules 10 & 11</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments

<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Frances Perkins, A. Philip Randolph, "Black Cabinet", Indian Reorganization Act, New Deal Coalition, Memorial Day Massacre, Fred Astaire & Ginger Rogers, Orson Welles, Federal Project Number One, Grant Wood, Richard Wright, John Steinbeck, Parity Price, Joseph Stalin, Totalitarian State, Benito Mussolini, Adolf Hitler, Nazi Party, Brownshirts, 3rd Reich, Francisco Franco, Popular Front, Munich Agreement, Neville Chamberlain, Appeasement, Non-Aggression Pact, Luftwaffe, Blitzkrieg, Maginot Line, Dunkirk, RAF & Radar, Winston Churchill, The Holocaust, Anti-Semitism, Kristallnacht, Ghettos, Elie Wiesel</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>The obvious reflection is that the students were quite engrossed when we discussed the Holocaust. There were so many questions on the topic and confusion of how so few people knew it was actually happening throughout Germany & Poland.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What effects did New Deal programs have on women?</i> • <i>What was Franklin Roosevelt's attitude towards African Americans?</i> • <i>What groups formed the New Deal coalition?</i> • <i>What was some of the entertainment provided by motion pictures and the radio in this era?</i> • <i>Who were some of the artists and writers of the New Deal era?</i> • <i>What were the opinions on the effectiveness of the New Deal?</i> • <i>What were some legacies that were left by the New Deal?</i> • <i>How did the terms of the Treaty of Versailles lead to dissatisfaction among European rulers?</i> • <i>What types of governments took power in Russia, Italy, Germany, and Japan after World War I?</i> 	

	<ul style="list-style-type: none"> • <i>How and why did these new governments seek to expand and how did Britain & France respond?</i> • <i>What were the reasons behind the Nazis' persecution of the Jews and the problems facing Jewish refugees?</i> • <i>What was the Nazi "final solution" to the Jewish problem and the horrors of the Holocaust?</i> • <i>What were the responses of individuals and nations to the Holocaust?</i>
--	--

Unit: War Breaks Out		Time: March 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1.5-Explain the transformation of America from World War I through the Great Depression.(Courses: Modern, Comprehensive) • 9-12.H.2.7-Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues.(Courses: Modern, Comprehensive) • 9-12.H.4.8-Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. • 9-12.H.4.9-Explain the causes, events, and consequences of the Second World War including issues at home and abroad. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Module 11</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Axis Powers, Selective Training & Service Act, Lend-Lease Act, Grand Alliance, "Wolf Packs", Atlantic Charter, Allies, George Marshall, Double V Campaign, WPB, Black Market, CORE, Issei, Nisei, Battle of the Atlantic, Erwin</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students'</i>

	<p><i>Rommel, Tuskegee Airmen, Operation Overlord, Dwight Eisenhower, "D-Day", Battle of the Bulge, Douglas MacArthur, Bataan Death March, Doolittle's Raid, Chester Nimitz, Guadalcanal, "Island-Hopping", Kamikazes, Iwo Jima, Okinawa, Yalta Conference, V-E Day, Manhattan Project, Leslie Groves, Los Alamos, Robert Oppenheimer, Enola Gay, Fat Man & Little Boy, United Nations & New York City, Potsdam Conference, Adolf Eichmann, Nuremburg Trials, GI Bill of Rights</i></p>	<p><i>thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>Again, a lot of information was covered and as per normal the students were really interested about how the 2 fronts of WWII and basically the amount of blood that was shed during this war was amazing to some of the students. Just the sheer number of men and women who sacrificed for this effort was stunning to many. Also covering the American internment camps was a surprising to most of the students who were unaware that had occurred and then finding out the reasons for it. Then there was a really good debate over whether America should have used the atomic bombs or at least given the Japanese a few more days to ponder surrender after the bombing at Hiroshima.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What are the details of America's turn to isolationism in the 1930s?</i> • <i>What was the American response to the outbreak of war in Europe in 1939?</i> • <i>What events brought America into conflict with Germany?</i> • <i>What was the American response to the Pearl Harbor attack?</i> • <i>How did America expand its armed forces for World War II?</i> • <i>What were the efforts of the U.S. government to control the economy & inspire Americans on the home front?</i> • <i>What were some of the opportunities and discrimination African Americans and other minorities experienced during the war?</i> • <i>What was the reason to place Japanese Americans and German and Italian enemy aliens in internment camps?</i> • <i>What was the Allies' plan to win the war?</i> • <i>What were some of the main events in the war in Europe?</i> • <i>What happened in the Allied invasion of France?</i> 	

	<ul style="list-style-type: none"> • <i>Why did the Allies initially struggle to gain a foothold in the Pacific front?</i> • <i>What were the key turning points in the war in the Pacific?</i> • <i>What strategy did America adopt in fighting Japan?</i> • <i>How did the war end in Europe?</i> • <i>How was the atomic bomb developed and what were the debates about its use?</i> • <i>What challenges were faced by the Allies in the attempt to build a lasting and fair peace?</i> • <i>What were some of the economic & social changes that reshaped American life during World War II?</i>

Unit: <i>The Cold War</i>		Time: <i>April 2020</i>
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another • 9-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources • 9-12.H.3 Students will analyze and evaluate historical events from multiple perspectives • 9-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems • 9-12.H.3.5 Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American History • 9-12.H.5.6 Investigate the Social, Political, and Economic transformation of the United States in the aftermath of the Second World War 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Module 12</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary	Assessments
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Satellite Nation, Iron Curtain, Cold War, Containment, Central Intelligence Agency, Truman Doctrine, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization, 38th Parallel, Korean War, House Un-American Activities Committee, Hollywood Ten, Blacklist, McCarthyism, H-bomb, Arms Race, Massive Retaliation, Mutually Assured Destruction, Brinkmanship, Warsaw Pact, Eisenhower Doctrine, U-2 Incident, Flexible Response, Domino Theory, Berlin Wall, Hot Line, Limited Test Ban Treaty, Nuclear Non-Proliferation Treaty, Realpolitik, Détente, SALT I Treaty, Strategic Defense Initiative, Glasnost, Perestroika, Intermediate-Range Nuclear Forces Treaty</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>Overall, this unit was effective. Students were very interested and inquisitive about the happenings of the Cold War. The students had great questions about the material as we covered it and when they were asked about their opinions on topics throughout the module and to explain those opinions about the module their reflections were well composed and explained very well.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What caused suspicions between America & the Soviet Union following World War II?</i> • <i>What was the goal of Containment?</i> • <i>What was the Truman Doctrine?</i> • <i>What was the Marshall Plan?</i> • <i>What cause Stalin to close access to Berlin?</i> • <i>How did Allies get supplies to West Berlin?</i> • <i>Why was the NATO alliance formed?</i> • <i>How did the outcome of the Chinese civil war affect American politics?</i> • <i>How did Korea become two divided nations?</i> • <i>How did the Korean War begin?</i> • <i>Why did America go the aid of South Korea?</i> • <i>What brought China into the Korean War?</i> • <i>What caused the disagreement between General MacArthur and President Truman?</i> • <i>How did the Korean War end?</i> 	

- | | |
|--|--|
| | <ul style="list-style-type: none">• <i>Why were Americans worried about the security of the United States?</i>• <i>What did the House Un-American Activities Committee do?</i>• <i>Who were the Hollywood Ten?</i>• <i>What was controversial about Senator McCarthy's tactics going after supposed "Communists" within the American government?</i>• <i>What other Anti-Communist measures were enacted in the early 1950s?</i>• <i>What was the policy of Brinkmanship?</i>• <i>What was the Warsaw Pact?</i>• <i>What happened at the Geneva Summit?</i>• <i>What was the Eisenhower Doctrine?</i>• <i>How did the Soviet launch of Sputnik affect the United States?</i>• <i>How did the U-2 Flight of Francis Gary Powers Influence American-Soviet Relations?</i>• <i>What was the policy of Flexible Response?</i>• <i>What results came from the failed Bay of Pigs invasion?</i>• <i>What happened in the Cuban Missile Crisis?</i>• <i>Why was the Berlin Wall built?</i>• <i>How did President Kennedy & Nikita Khrushchev ease American/Soviet Tensions?</i>• <i>What spurred the development of the U.S. space program?</i>• <i>How did the philosophy of Realpolitik differ from Containment?</i>• <i>What is Détente?</i>• <i>What was the significance of President Nixon's trip to China?</i>• <i>What were the provisions and significance of the SALT I Treaty?</i>• <i>What controversial foreign policy decisions by President Ford contributed to his ousting as President?</i>• <i>What was the role of Human Rights in President Carter's foreign policy?</i>• <i>What was President Reagan's approach when dealing with Communism?</i>• <i>What caused the reunification of Germany?</i>• <i>What events led to the end of the Cold War?</i> |
|--|--|

	<ul style="list-style-type: none"> • <i>Did anyone win the Cold War?</i>
--	---

Unit: The Postwar Boom		Time: May 2020
Standards Taught		
<ul style="list-style-type: none"> • 9-12.H.3.5-Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Module 13</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>GI Bill of Rights, Taft-Hartley Act, The Fair Deal, Modern Republicanism, Brown v. Board of Education, automation, blue/white/pink collar jobs. Suburbs, Baby Boom, Jonas Salk, Benjamin Spock, President Eisenhower, Microwave Relays, FCC, Edward R. Murrow, Beat movement, Rock n Roll, Elvis Presley, "white flight", Michael Harrington, HUD, Felix Longoria, Termination,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: <i>The chapter went well. The students were most</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What were some of the economic & social problems Americans faced after World War II?</i> 	

interested in the 50s lifestyle. How conservative it was and just listening to rock n roll was considered to be the actions of a juvenile delinquent, not to mention the way kids danced to the music. From there we went on to Elvis and all the commotion and controversy that he and his music began in the mid to late 1950s and how he broke with the "code" and began performing with black entertainers which was unheard of at the time.

- *How did the desire for stability lead to political conservation?*
- *What were some of the causes and effects of social unrest in the postwar period?*
- *What were the domestic policies under Presidents Truman and Eisenhower?*
- *How did American businesses and jobs change in the 1950s?*
- *How did the suburban lifestyle impact American society and the economy?*
- *What factors contributed to the formation of an automobile culture in America?*
- *How did consumerism grow in postwar America?*
- *How did television programs in the 1950s reflect middle-class values?*
- *How did the beat movement and rock'n'roll clash with middle class values?*
- *In what ways did African American entertainers integrate into the media in the 1950s?*
- *How did the white migration to the suburbs create an urban crisis?*
- *What were some of the efforts by minorities to gain equal rights and fight poverty?*