UNITED STATES HISTORY AND GEOGRAPHY

Historical Outline Maps: Holt, Rinehart and Winston, Maps 101 (or new equivalent)
Primary Sources: http://www.fordham.edu/halsall/mod/modsbook.html

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<th>STANDARD</th>
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</table>
|          | Unit One: Settling the West in Post Reconstruction Years | • Explain the effects of mechanization upon agriculture  
• Describe and critique the changing government policy toward the first Americans  
• Map out transportation lines in the west  
• Evaluate the patterns of Human Settlement of the mid-1800’s through Trails to the West  
• Locate Native American tribes and explain the reasons for removal  
• Compare and contrast the goals  
• Identify major Native American battles and wars and understand cause and effect  
• Summarize the life and significance of the American cowboy  
• Explore the western way of life | • Analyze primary sources: Carson City Appeal Newspaper 1875  
• “Take a Stand!” essay on Native American battles  
• Research and present a biographical brochure of a particular westerner  
• Analyze homesteader photographs  
• Unit 1 Assessment | Multimedia:  
• www.nps.gov/archive  
• (buffalo soldiers)  
• www.polytechnic.org  
• (The West)  
• www.digitalhistory.uh.edu  
• (personal diaries)  
• www.memory.loc.gov  
• (Native-American history) |
|          |           |                             | Print material: | |
|          |           |                             | • Text, Ch. 5  
• Bury My Heart at Wounded Knee  
• “The Log of a Cowboy”  
• Miscellaneous:  
• Geography transparency: GT13  
• Critical thinking transparencies:  
• CT13, CT47 | |
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</table>
| 6.1.1    | Unit 2: Industrial America | • Emerging technologies  
• Development of American factory system  
• Inventions and innovations  
• Industrial environment  
• Transcontinental Railroad  
• Credit Mobilier  
• Vertical and horizontal integration  
• Social Darwinism  
• Gospel of Wealth  
• Robber Barons  
• Sherman Anti-Trust Act | • Compare and contrast corporate America today to corporate America 100 years ago.  
• Explain the effects that mechanization had on growth and settlement of the United States.  
• Justify the term, “The Gilded Age,” for this era in history.  
• Defend the achievements of The Robber Barons.  
• Identify new inventions and machinery and analyze and evaluate their effects on individuals and regions.  
• Analyze industrial ideologies and evaluate primary sources in terms of cause and effect.  
• Evaluate how changing industry influenced Americans’ daily lives including recreation and politics.  
• Analyze the regional similarities and differences including extrapolating for the outcome the election of 1877 leading to the compromise. (Region) | • Rockefeller Oil simulation game  
• Comparative analysis of corporations then and now in terms of monopolies  
• Identify major industrialists and industries  
• Analyze reasons for industrial expansion and describe impact on society  
• Comparative analysis of 1908 Sears Roebuck Catalog and Montgomery Ward 1895 Catalog (facsimiles) with similar catalogs of today. | Internet  
• Life of the Industrial Worker 19 Century Britain:  
  • http://applebutter.freeservers.com/worker/  
• Child Labor:  
  • http://landow.stb.brown.edu/victorian/history/hist8.html  
• Age of Industry  
  • http://history.evansville.net/industry.html  
• www.memory.loc.gov (Library of Congress site)  
• www.kidinfo.com  
• www.historyplace.com (child labor—Lewis Hines) |
| 6.1.5    |                     |                             | • Unit 2 Assessment                                  | Multimedia  
Film:  
• “Henry Ford: The Man and the Machine”  
• “Matawan” DVD (Labor strikes)  
• “Far and Away” (immigration)  
• The Prize: The Epic Quest for Oil Money and Power. |
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| 6.1.3    | Unit 3: Immigration and Urbanization | • Describe changes in American agrarian society in relation to American industrial society.  
• Explain how ethnicity increased social tensions.  
• Compare old and new immigrants  
• Review the origins of immigration to the United States following the Civil War.  
• Interpret graphs from post-Civil War to the present regarding immigration demographics.  
• Justify the immigration policy of the second half of the nineteenth century and into the twentieth century.  
• Evaluate availability of continental woodland resources between the centuries of the 18th and 20th.  
• (Human-Environmental Interaction) | • Photo analysis of Ellis Island immigrants  
• Immigration policy today: Simulation  
• Create a policy and apply it to immigration cases.  
• Henry Ford Village investigation as a primary source  
• Urbanization web-quest  
• Complete a contemporary immigration test  
• Unit 3 Assessment | Multimedia  
Film:  
"Ellis Island" vol. 1, vol. 2  
Assorted art prints (Diego Rivera, etc.)  
Photograph collections  
Jackdaws Photo Collection  
| Print Materials  
Text—Ch. 6, 7, 8.  
Documents collections  
Miscellaneous  
Geography transparencies (GT14) mining and industry + GT15: Where Foreign-born Lived  
Critical thinking transparencies (CT14, 48) industrial growth/vertical integration  
Humanities transparencies (HT 14, 35) gun foundry and "Bosses of the Senate"  
Maps  
Internet  
On-line maps:  
www.maps101.com  
(pending) |
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| 6.1.2    | Unit 4: Unionism, Populism | • Identify: How did industrial consolidation lead to labor unrest and the depression?  
• Evaluate the election of 1896 as it relates to regions and populism. (Region)  
• Identify labor unions and describe their impact  
• Synthesize information from knowledge of major strikes with the attempted coal miner unionization in Matawan, W. Virginia  
• Compare old and new immigrants  
• Analyze the fears and tribulations of the 19th century farmers  
• List the tenets of the Populist Party and compare them to contemporary Populists  
• Recognize the Populist symbolism of the Wizard of Oz | • Compare the populist movement to the popular movie, The Wizard of Oz.  
• Movie: The Molly McGuire  
• Write an essay on the film, “Matawan”, integrating knowledge of labor union activities.  
• Child labor web-quest project  
• The “Wizard of Oz” dilemma with film clip  
• Unit 4 Assessment | Multimedia:  
• “Wizard of Oz” clips  
• “The Molly McGuire” film  

Print Materials:  
• “Cross of Gold” speech  
• EC Knight v U.S.  
• Ocala Platform demands  
• American Federation of Labor  
• Newspaper accounts of Pullman strike, Homestead strike, Haymarket square riot  
• Text Ch. 5  
• The Octopus  

- Immigration workforce  
- Wages and conditions  
- Women and children  
- Knights of Labor  
- AFL  
- Molly McGuire  
- Homestead Strike  
- Pullman Strike  
- Haymarket Square  
- Socialism  
- Labor weaknesses  
- The Grange  
- Populist platform  
- Sherman Anti Trust Act
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</table>
| 6.3.1     | Unit 5: The Progressive Era | • How did Progressivism affect the federal government?  
• Definition and origins of Progressivism  
• Politic reforms  
• Social welfare  
• City reform, state reform  
• Temperance, prohibition, women's rights advocates  
• T. Roosevelt—background  
• Square Deal (labor and business)  
• Consumer protection—Pure Food and Drug, Meat Inspection Act, The Jungle  
• Socialist Party—E. Debs  
• 1912 Election, "Bull Moose"  
• Federal Reserve Act | • Define, list and analyze the Progressive platform and its impact on American society  
• Identify and describe the acts of Congress that occurred as a result of the progressive movement (including 16, 17, 18, 19 amendments)  
• Compare and contrast the use of presidential powers by T. Roosevelt, W. H. Taft, and W. Wilson  
• Compare the success of the Populists v Progressives—why?  
• Identify examples of muckraker literature and describe the impact of those examples. | • Photo analysis of child labor patterns of the late 19th century.  
• Timeline, debate, discussion, free response worksheets, essay, graphic organizers, write newspaper story.  
• Analyze current government regulations relating to the Pure Food and Drug Act in 1906 regarding OTC drugs.  
• Chart comparison of TR, Taft, Wilson and Progressivism  
• Election of 1912 campaign speeches  
• Child labor web-quest  
• The Jungle reading  
• Progressive Era Assessment  
• Unit 5 Assessment | Multimedia  
• Film:  
• DVD: “The Progressives”  
• “Theodore Roosevelt” (History Channel)  
• Photo analysis Progressives-Jackdaws Photo Collection |
| 6.3.2     |                      |                             |                                         | Print Materials  
• Text: Ch. 9  
• The Jungle  
• Fast Food Nation  
• “The History of Standard Oil company” |
| 6.3.3     |                      |                             |                                         | Miscellaneous  
• Critical Thinking transparencies: CT 17: The Progressives |
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| 6.2.1    | Unit 6: U.S. Imperialism | • Determine the factors that molded American foreign policy.  
• Identify the factors that brought the United States into the war.  
• Explain the changes in American foreign policy.  
• Identify the major reasons for the U.S. desiring colonies overseas.  
• Map out the American Imperialism relating to the era and the Spanish-American War.  
• Identify imperialist nations through mapping  
• Understand the concept of imperialism + positive and negative attributes  
• Know the causes of Spanish-American War including big business interest, sensationalism, and romanticism  
• Identify the many theaters of war  
• Know the reasons for Hawaiian annexation  
• Compare and contrast myth and reality in the Spanish-American War  
• Analyze world and home reaction to involvement in the war | • Map of imperialism  
• Sensationalism exercise using contemporary tabloids  
• Guided notes imperialism film with guide  
• Democratic core value exercise  
• Analysis of political cartoons and poetry  
• Create a political cartoon  
• Imperialism web-quest  
• Panama Canal film with guide  
• Essay exam (common assessment)  
• Web-quest:: Imperialism  
• Unit 6 Assessment | Multimedia  
• Film:  
  • “Citizen Kane”  
  • “The Crucible of War” (Spanish-American War  
  • “The Century-The Beginning: Seeds of Change”  
  • “Philippines & the United States”  
  • (Harvard Press)  

Print Material  
• Text: Ch. 10  
• The Influence of Seapower Upon History  
• Political cartoons  
• “The White Man’s Burden”

Internet:  
• U.S. Imperialism WebQuest:  
  • [http://www.davison.k12.mi.us/academic/imperial.htm](http://www.davison.k12.mi.us/academic/imperial.htm)  
  • [www.maps101.com](http://www.maps101.com)
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<tr>
<td>• Hawaii • protectorate, commonwealth • Platt Amendment • Yellow fever • Filipino insurrection • Spheres of influence • “Open Door” policy • extraterritoriality • John Hay • Boxer Rebellion • Panama Canal (French and American involvement) • Panamanian Revolution • Roosevelt Corollary</td>
<td>• Identify the different statuses of countries under U.S. control • Apply democratic core values to imperialism • Synthesize information from political cartoons and apply them to concept of imperialism • Explore the possibility of America as “big brother” in China and Panama • Discover the massive undertaking of construction of the Panama Canal and it's world implications</td>
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</table>
| 6.2.2    | Unit 7: World War One | • Causes of WWI<br>• Submarine warfare<br>• Neutrality<br>• Public opinion/propaganda<br>• Election of 1916<br>• Zimmermann telegram<br>• War!! Home mobilization<br>• Espionage and sedition acts<br>• Fighting “over there”<br>• Making the peace—Wilson and his 14 points<br>• Treaty of Versailles<br>• League of Nations fight<br>• Defeat of Treaty (US) and its implications for the future<br>• Post war hysteria—Palmer Raids, “Red Scare”, labor conflicts, race riots | • Identify the factors that brought the U.S. into war.<br>• Evaluate the success or failure of Wilson’s Fourteen Points.<br>• Compare and contrast political boundaries of pre and post WWI of Europe. | **Multimedia:**<br>• Wilson’s Fourteen Points:[http://www.loc.gov/exhibits/treasures/trm053.html](http://www.loc.gov/exhibits/treasures/trm053.html)<br>• Treaty of Versailles [http://www.lib.byu.edu/~rdh/wwi/versailles.html](http://www.lib.byu.edu/~rdh/wwi/versailles.html)<br>• [www.firstworldwar.com](http://www.firstworldwar.com) (propaganda sources)  
**Print Material**<br>• Text Ch. 11<br>• Geography transparency GT19—Europe Goes to War<br>• Critical Thinking transparency CT 19—World War I |
<p>| 6.2.3    |           |                            |                                        |                    |
| 6.2.4    |           |                            |                                        |                    |</p>
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| 7.1.1    | Unit 8: 1920s | Recognize the political changes of 1920s and the throwback to laissez-faire | • Photo analysis of the 1920’s: Jackdaws Photo Collection  
• Analyze primary source: 1924 University Survey on Attitudes of Morality in Youth  
• Unit 8 Assessment | Internet  
• Presidents of US [www.millercenter.virginia](http://www.millercenter.virginia)  
• History Channel [http://www.historychannel.com/](http://www.historychannel.com/) |
| 7.1.2    |           | Identify the changes in economic structure and reasons why sudden surge of business | • Reflection on the interpretation and critique of American society based on reading *The Great Gatsby*  
• Analysis of Harlem Renaissance poetry  
• Comparison of 1920s immigration policies and current American immigration policies  
• Comparison of the 1870s KKK and 1920s KKK | Multimedia  
• “The Great Gatsby”  
• “Inherit the Wind”  
• “The Jazz Age”  
• “Demon Rum”  
• “The Ku Klux Klan”  
• “Sacco and Vanzetti”  
• Photo Analysis 1920’s  
• Jackdaws Photo Collection |
|          |           | Recognize the intolerance of the 1920s | | Music:  
• “The Charleston”  
• “Yes Sir, She’s my Baby” |
|          |           | Observe changes in social roles of groups | | Print Material  
• Text Ch. 12, 13.  
• Documents collections  
• “Scopes Trial”  
• assorted poems of Langston Hughes  
• “Prohibition in Detroit and the Pointes”  
• “Jump at the Sun”—Zora Neale Hurston  
• political cartoons  
• “Route 66” + maps |
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</table>
| 7.1.2    | Unit 9: Depression and the New Deal | - Stock market crash  
- Black Thursday and Black Tuesday  
- Causes of crash and ensuing depression  
- “The Forgotten Man”  
- effects of depression  
- Hawley-Smoot Tariff  
- Hoover—"too little, too late"  
- Reconstruction Finance Corp  
- Federal Farm Board  
- Bonus march  
- Dust Bowl  
- 1932 Election  
- FDR  
- New Deal philosophy  
- First Hundred Days  
- "Keynesian Economics"  
- Banks, repeal of Prohibition, fireside chats, FDIC, HOLC, PWA, CCC, TVA, NRA, CWA, SSA, WPA, Wagner Act  
- Election of 1936  
- Attack of New Deal, Supreme Court, court packing, Father Coughlin, Dr. | - Analyze the effect the stock market crash had on America.  
- Analyze American society and its changing mores.  
- Explain how the depression affected social values.  
- Compare and contrast FDR’s and Hoover’s depression-combating policies.  
- Understand, analyze, and compare and contrast changes in government economic and social policy and its effect on the people.  
- Define the New Deal and explain the major New Deal legislation and the significance of each.  
- Discuss how federal policy affected economic and social conditions.  
- Explain the cause and effect link between Federal Reserve rates and the stock market.  
- Explain the relationship between weather patterns and migration of humans as it relates to the Dust Bowl. – mapping the Dust Bowl  
- Determine survival and coping strategies used | - Write an emotional response to the Dust Bowl footage.  
- Timeline, essay, free response worksheets, Venn diagram  
- Photo analysis of the Great Depression  
- Evaluate the success of the New Deal programs.  
- Analyze primary source: WPA painting in Clem Hall at South High School  
- Unit 9 Assessment | Internet  
- New Deal  
http://newdeal.feri.org/  
- New Deal primary sources, “alphabet soup” photos, comparisons of New Deal  
www.memory.loc.gov  
- Primary sources  
www.eyewitnesshistory.com  
Multimedia:  
- "The World at War (BBC Prod.)"  
- "The Grapes of Wrath"  
- "The Great Depression"  
- "The Century-Stormy"  
- Photo Analysis: The Great Depression  
Jackdaws Photo Collection  
Print Material  
- Text, Ch. 14, 15  
- Documents collection  
- “Beans, Bacon, and Gravy”  
- “Childhood During the Depression”  
- “Report on Employment of Federal Troops” (Bonus Army) |
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</table>
| Townsend, Huey Long  
- Minorities and New Deal  
- 1940 Election  
- evaluation of New Deal (negative and positive) | Define the “3 Rs”  
- Evaluate the effectiveness of the New Deal  
- Determine why the New Deal ended—or not—  
- Determine what future administrations did to further or combat New Deal policies  
- Examine the role of the first lady | | | - Of Mice and Men  
- To Kill a Mockingbird |
| Miscellaneous | | | | - Maps  
- Geography transparencies (GT22)—growth and electricity  
- Humanities transparencies ((HT21)—Dust Storm |
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<td>7.2.1</td>
<td>Unit 10: The Rise of Dictators and WWII</td>
<td>• Identify the rise of dictators</td>
<td>• Propaganda analysis of WWII government releases</td>
<td>Internet</td>
</tr>
<tr>
<td></td>
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<td>• Compare and contrast fascism, nazism, and communism</td>
<td>• Saving Private Ryan: First 27 minutes</td>
<td>• Enhanced Timelines WWII <a href="http://www.historyplace.com/">http://www.historyplace.com/</a></td>
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<td>• Discuss and analyze the circumstances and events of major battles</td>
<td>• Holocaust document: Night and Fog: French film: 28 minutes</td>
<td>• Timelines, testimonies, battles, strategy <a href="http://www.worldwar-2.net">www.worldwar-2.net</a></td>
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<td>7.2.2</td>
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<td>• Identify the reasons for US involvement</td>
<td>• Pearl Harbor attack scene</td>
<td>• Comprehensive information on WWII <a href="http://WWW.historyplace.com">WWW.historyplace.com</a></td>
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<td>• Compare preparedness on the home-front between WWI and WWII</td>
<td>• Rise of militarism Venn diagram</td>
<td>• Photo Analysis: WWII Jackdaws Photo Collection</td>
</tr>
<tr>
<td>7.2.3</td>
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<td>• Recognize the beginning of the atomic age and its effects on the future</td>
<td>• Political cartoon analysis</td>
<td>Multimedia/Film</td>
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<td>• Explore the “Greatest Generation”</td>
<td>• WWII map</td>
<td>• “Diary of Anne Frank”</td>
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<td>7.2.4</td>
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<td>• Identify the effects of WWII on American society and analyze the future impact</td>
<td>• Japanese internment readings</td>
<td>• “Schindler's List”</td>
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<td>• Analysis of world governments and alliances during WWII(mapping)</td>
<td>• The decision to drop the bomb (web quest)</td>
<td>• “Hiroshima” (Hersey)</td>
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<td>• Wartime conferences</td>
<td>• Holocaust activity</td>
<td>• “The Cold War”</td>
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<td>• Battle theatres of war</td>
<td>• Post war map</td>
<td>• 20th Century: Peter Jennings: Over the Edge, Home front and Civilians at War</td>
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<td>• Harry Truman and the atomic bomb, M.P.</td>
<td>• Read excerpts from <a href="http://www.historyplace.com">The Greatest Generation</a></td>
<td>• “History Turning Points: The Atomic Bomb”</td>
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<td>• United Nations activity</td>
<td>Print Material</td>
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<td>• MC exam with essay</td>
<td>• A Call to Arms, Grosse Pointers in WWII,</td>
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<td>• Reading quizzes</td>
<td>• Text: Ch. 16, 17</td>
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<td>8.1.1</td>
<td>Unit 11: The Cold War (1940, 1950s, 1960s)</td>
<td>• Identify Truman’s contributions to the cold War</td>
<td>• Anti-communism chart</td>
<td>Multimedia/Film</td>
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<td>• Identify rebuilding Europe after WWII and why</td>
<td>• HUAC assignment</td>
<td>• Peter Jennings The Century:</td>
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<td>• Apply the theory of containment to the Truman Doctrine, Marshall Plan, NATO, and Berlin Airlift</td>
<td>• Political cartoon analysis</td>
<td>• PBS Bay Pigs</td>
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<td>• Identify key developments in the arms and space race and the impact they had.</td>
<td>• Korean War map</td>
<td>• Primary Source Analysis: Life Magazine September 15th 1961: You too Can Survive a Fallout</td>
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<td>• Connect the rise of Communism in China to an escalation of the Cold War</td>
<td>• Comparison of Truman, Eisenhower, Kennedy chart</td>
<td>• Movie: Good night and Good Luck</td>
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<td>• Identify the causes of the Red Scare and the motives of McCarthy</td>
<td>• John Kennedy “report card”</td>
<td>• Letter to the president regarding the Drafting of Elvis Presley</td>
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<td>8.1.2</td>
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<td>• Understand the major domestic problems that faced the Truman Administration and the major legislation that was passed during his tenure.</td>
<td>• Unit 11 Assessment</td>
<td>Internet</td>
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<td>8.2.1</td>
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<td>• Evaluate Truman’s handling of the Cold War</td>
<td></td>
<td>• NSC 68: United States Objectives and Programs for National Security</td>
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<td>8.2.2</td>
<td></td>
<td>• Evaluate Kennedy’s handling of the Cold War</td>
<td></td>
<td><a href="http://www.mtholyoke.edu/acad/intrel/coldwar.htm">http://www.mtholyoke.edu/acad/intrel/coldwar.htm</a></td>
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<td>Documents Relating to American Foreign Policy: The Cold War</td>
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<td><a href="http://www.mtholyoke.edu/acad/intrel/nsc68-1.htm">http://www.mtholyoke.edu/acad/intrel/nsc68-1.htm</a></td>
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<td>8.2.3</td>
<td>Unit 12: 1950s and 1960s culture and Civil Rights</td>
<td>• Compare and contrast the 1950s/early 1960s culture to the late 1960s culture</td>
<td>• 1950s culture chart</td>
<td>Multimedia/Film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare and contrast Beatniks to counterculture of 1960s</td>
<td>• “The Crucible” assignment</td>
<td>• Nightline: Remembers Little Rock, Ark 1957</td>
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<tr>
<td></td>
<td></td>
<td>• Assess the domestic policy of Eisenhower</td>
<td></td>
<td>• The Night MLK Came to Grosse Pointe High School</td>
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<td></td>
<td></td>
<td>• Assess the domestic policy of Kennedy</td>
<td></td>
<td>• The Long Walk Home</td>
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<td></td>
<td></td>
<td>• Assess the domestic policy of LBJ</td>
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<td>• PBS: Emit Till</td>
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<td>8.2.4</td>
<td></td>
<td>• Assess the emotional impact of the murder of Emmett Till</td>
<td></td>
<td>Internet</td>
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<tr>
<td>8.3.1</td>
<td></td>
<td>• Identify the key people who impacted the Civil Rights movement</td>
<td></td>
<td>• Robert Kennedy’s Speech on Martin Luther King’s Death</td>
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<tr>
<td>8.3.2</td>
<td></td>
<td>• Compare and contrast the policies of MLK and Malcolm X</td>
<td></td>
<td>• First Day of Integration at Central High School, Little Rock, Arkansas</td>
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<td>8.3.5</td>
<td></td>
<td>• Understand the roots of urban rioting and the role deindustrialization and</td>
<td></td>
<td>• The Promise of Democracy</td>
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<tr>
<td>urban renewal, civil rights, health care, education, space</td>
<td>white flight had on movement</td>
<td>• Analyze the impact of the Great Society on society today</td>
<td>• Evaluating Lyndon B. Johnson's Character and Efforts During the Civil Rights Era</td>
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<td>• Peace Corps</td>
<td></td>
<td>• Determining cause and effect relations concerning federal government policy and regional voting patterns of the 1950's and 1960's. (Region)</td>
<td><em>Silent Spring and DDT</em></td>
<td></td>
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<tr>
<td>• Assassination</td>
<td></td>
<td>• Assessing Vietnam War outcomes in regards to combat events.</td>
<td><em>Print Materials:</em></td>
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<tr>
<td>• Johnson</td>
<td></td>
<td></td>
<td>• “Checker’s Speech”</td>
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<td>• War on poverty</td>
<td></td>
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<td>• excerpts from McCarthy hearings</td>
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<td>• Great Society: Medicare, Medicaid, education, Head Start, DOT, HUD, housing</td>
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<td></td>
<td>• Text Ch. 20, 21, 23</td>
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<td>• Counterculture</td>
<td></td>
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<td>• Brown v. Board of Topeka Kansas</td>
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<td>• Changing roles in 1960s</td>
<td></td>
<td></td>
<td>• Critical Thinking transparency (CT29) “Civil Rights”</td>
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<tr>
<td>• Music of 1950s v. 1960s</td>
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<td>• Humanities transparency (HT27) “March on Washington” Geography transparency (GT29) “Percentage of African-Americans of Voting Age”</td>
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<td>• <em>The Other America</em></td>
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<td>• “Medicare and Medicaid” primary documents</td>
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<td>• <em>The Affluent Society</em></td>
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# UNITED STATES HISTORY AND GEOGRAPHY

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</thead>
</table>
| 8.1.2    | Unit 13: The Vietnam War | - Early stages of war—Eisenhower  
- 1954 Geneva Conference  
- Ho Chi Minh  
- Build up under Kennedy  
- Build up under Johnson—Gulf of Tonkin, Prostet!  
- Hawks v Doves  
- Tet Offensive  
- “living room war”  
- My Lai Massacre  
- 1968 Election  
- Nixon  
- “Vietnamization”  
- Cambodia, Laos  
- “silent majority” rioting  
- Ho Chi Minh Trail  
- Weapons of war  
- Drug abuse  
- America’s youth  
- Armistice  
- Evacuation (Saigon) Peace, 1975 | - Analyze the reasons that the U.S. became involved in Vietnam  
- Trace the history of colonialism in Indochina and its impact on the rise of the Vietminh  
- Describe American escalation forces  
- Explain the Domino Theory and apply it to Vietnam  
- Identify the problems of fighting and “elusive enemy”  
- Explain the roots of the anti-war movement  
- Evaluate Nixon’s “Vietnamization”  
- Discuss ramifications for the future  
- Compare our role in Vietnam to the current war in Iraq | - Map of Vietnam and E. Asia  
- Timeline of war  
- War poster project with “parade”  
- Analyze anti-war music and write response  
- Analysis of war photographs, including the Wall  
- Unit 13 Assessment | Internet  
- [www.ericdigests.org](http://www.ericdigests.org) (teaching Vietnam)  
- [www.vietnampix.com](http://www.vietnampix.com) (Vietnam War)  
- [www.historyplace.com](http://www.historyplace.com) (Vietnam War)  
- [www.vietnam.vassar.edu/](http://www.vietnam.vassar.edu/) (The Vietnam Wars 1945-1975)  
- [Vietnam: Looking for Home (PBS)](http://www.vietnam:lookingforhome.org)  
- [Vietnam War Secrets](http://www.vietnamwars.com)  
- [Vietnam War with Walter Cronkite](http://www.vietnamwarcred.com)  
- [A Rumor of War](http://www.arumorofwar.com)  
- [Miss Saigon](http://www.misssaigon.com)  
- Text Ch. 22, 23  
- [The Things They Carried](http://www.thethingstheycarried.com)  
- [Fallen Angels](http://www.fallenangels.com)  
- [The Port Huron statement](http://www.theporthuronstatement.com)  
- [The War Powers Act](http://www.thewarpowersact.com)  
- Gulf of Tonkin Resolution  
- Geographic transparency GT30 (Vietnam War mapping) |
### UNITED STATES HISTORY AND GEOGRAPHY

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</table>
| 8.1.2    | Unit 14: A Nation Loses Confidence | - Evaluate Nixon’s formulation of détente.  
- Detail Nixon’s Civil Rights policy.  
- Defend Watergate as a reason to trust our government.  
- Analyze the politics of Gerald Ford’s decision to pardon Nixon.  
- Evaluate Carter’s political adroitness. | - Map assignment on Cold War wins and losses.  
- Comparison of Presidential Foreign Policies 1950’s – 1980’s.  
- Timeline events accentuating Carter’s assertion that America had a “crisis of confidence.”  
- Unit 14 Assessment | Internet  
- [www.history1900s.about.com](http://www.history1900s.about.com) (Watergate)  
- [www.history.com](http://www.history.com) (Ford pardons Nixon)  
- [www.jimmycarterlibrary.org](http://www.jimmycarterlibrary.org) (Iranian Hostage Crisis) |
| 8.2.4    | - New Federalism  
- Welfare Reform  
- New Left  
- Stagflation  
- The Burger Court  
- Nixon Doctrine  
- OPEC  
- Détente and China  
- Salt Treaties  
- Watergate  
- Ford Pardon  
- Whip  
- Energy Crisis  
- Camp David Accords  
- Olympics 1976  
- Stagflation  
- Panama Canal  
- SALT II  
- Iran Hostage Crisis  
- Bakke Decision  
- Environment  
- Silent Spring  
- Love Canal  
- Unsafe at Any Speed  
- EPA  
- Earth Day  
- Three Mile Island | | |

**Internet**

- [www.history1900s.about.com](http://www.history1900s.about.com) (Watergate)
- [www.history.com](http://www.history.com) (Ford pardons Nixon)
- [www.jimmycarterlibrary.org](http://www.jimmycarterlibrary.org) (Iranian Hostage Crisis)

**Film**

- *All the President’s Men*
- *Nixon*
- *The Century: America’s Time, “Starting Over”*
- *Erin Brokavich* (Love Canal)

**Print Material**

- Text, Ch. 24
- U.S. v Richard M. Nixon (primary source)
- *Pentagon Papers*
- “Impeachment Resolution”
- “Camp David Accords”
- *Silent Spring*
- *Unsafe at any Speed*
- *Roe v. Wade*
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</table>
| 9.1.1    | Unit 15: Crisis of Authority and the New Right | • Growth of the conservative government brings in a new era in American history.  
• The collapse of Communism in both the Union of Soviet Socialists Republics and in Eastern Europe ushers in a new era. | • Comparative Analysis of the decades; 20's, 50's, 80's  
• Evaluate the role that Reagan’s star war policy played in weakening the “Evil Empire.”  
• Evaluate the impact of Reaganomics.  
• Identify and explain examples of Reagan being the “great communicator” and “Teflon president.”  
• Evaluate drug policies of the Reagan, Bush, and Clinton administrations.  
• Write a first person campaign speech for one of the three candidates in 1992.  
• Research the role of Oil in American foreign and economic policies.  
• Demonstrate how artistic expression in The Graffiti artists movement reflected social values  
• Comparative Analysis of the decades; 20's, 50's, 80's  
• Analyze primary sources Reagan Berlin Wall Speech  
• Time line the End of the Cold War  
• Venn Diagram of the Iran-Contra foreign relations  
• Global Mapping of NAFTA  
• Assess the issues/challenges of global warming.  
• Web-Quest “What Happened to the Dream.”  
• Debate current immigration policy | Internet  
• www.home.snu.edu  
Iran-Contra Affair, documents  
• www.cnn.com/SPECIALS/ColdWar/  
(Reagan and Star Wars)  
• www.globalsecurity.org  
(Operation Just Cause)  
• www.pbs.org  
(First Gulf War timeline) |
| 9.1.2    |                                      | • Democracy seems to be sweeping the world and the Communist party falls into disfavor. |                           | Print Materials  
• Text, Ch. 25  
• The Age of Limits  
1982 Speech to the House of Commons(n)  
• “Tear Down This Wall” speech  
• “Oslo Accords”  
• “N.A.F.T.A.”  
• timeline of White Water scandal |
| 9.2.1    |                                      | • Struggles for power in the Soviet Union and in former Communist satellite countries in Eastern Europe are causes for concern. |                           | Multimedia/Film  
• The Presidents: History Channel, Ronald Reagan.  
• The Century, |
<p>| 9.2.2    |                                      | • Terrorism and world |                           |                           |</p>
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<td>lawlessness make news as third world countries try to find their place on the world scene. Supply side economics Iran-Contra Scandal SNL Crisis Persian Gulf War Voodoo Economics Just Cause War on Drugs Clinton Years NAFTA White Water scandal and impeachment War of terrorism</td>
<td>• Identify literary works whose purpose was American Social Norms. • Examine the race and race divide regarding New Orleans and America</td>
<td>• Internet based exploration of the Prospects of the Future of Iraq • Unit 15 Assessment</td>
<td>America’s Time: 1981-1989 A New World • The Century, America’s Time: The 90’s and Beyond • 1000 Days of the Reagan Presidency • Panama Deception</td>
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