

## PCTI Curriculum Unit Planner October 2015

<b>Content Area:</b>	<b>U.S. History 1</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Principles of American Democracy through Time</b>		
<b>CCCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• CCCS: 6.1.12.A.1.a,b; 6.1.12.A.2.a,b,c,d,e,f; 6.1.12.A.3.a,b,c,d,e,f,g,h,i; 6.1.12.D.4.d,e; 6.1.12.A.5.a,b,c; 6.1.12.B.5.a; 6.1.12.D.5.a,b; 6.1.12.A.6.a; 6.1.12.A.7.a,b,c; 6.1.12.D.7.a,c; 6.1.12.A.8.a; 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.C.9.a,b,c,d; 6.1.12.D.9.a; 6.1.12.A.10.a,b,c; 6.1.12.B.10.a; 6.1.12.C.10.a,b; 6.1.12.D.10.b,d; 6.1.12.A.12.a,b; 6.1.12.D.12.b; 6.1.12.A.13.c; 6.1.12.C.13.c; 6.1.12.D.13.a; 6.1.12.A.14.a,b,c,d,e,f,g,h; 6.1.12.B.14.c; 6.1.12.C.14.a,b; 6.1.12.D.14.a,b; 6.1.12.B.15.a; 6.1.12.A.16.a,b,c.</li> <li>• 11-12 RH. 1,2,3,4,5,6,7,8,9,10.</li> <li>• 11-12 WHST. 1,2,3,4,5,6,7,8,9,10.</li> </ul>			
<b>CTE Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• 9.1.12.A.5, 9.1.12.A.8, 9.1.12.A.9, 9.1.12.A.10, 9.1.12.A.11, 9.1.12.A.12, 9.1.12.A.13, 9.1.12.B.1, 9.1.12.B.5, 9.1.12.B.7, 9.1.12.B.9, 9.1.12.B.10, 9.1.12.C.1, 9.1.12.C.9, 9.1.12.D.2, 9.1.12.D.3, 9.1.12.D.8, 9.1.12.D.9, 9.1.12.D.12, 9.1.12.D.13, 9.1.12.D.14, 9.1.12.E.4, 9.1.12.E.5, 9.1.12.F.1, 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.1.12.F.6, 9.1.12.G.1, 9.1.12.G.7, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.8, 9.3.12.AG.1, 9.3.12.AG.2, 9.3.12.AG.4, 9.3.12.AG-ANI.1, 9.3.12.AG-ENV.2, 9.3.12.AG-FD.4, 9.3.12.AG-NR.2, 9.3.12.AC.4, 9.3.12.AC-DES.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM-MGT.3, 9.3.12.ED.2, 9.3.12.ED.5, 9.3.12.ED-ADM.1, 9.3.12.ED-ADM.2, 9.3.12.ED-TT.1, 9.3.12.ED-TT.5, 9.3.12.ED-TT.11, 9.3.12.FN.1, 9.3.12.FN-ACT.3, 9.3.GV.1, 9.3.GV.5, 9.3.GV.6, 9.3.GV-FIR.1, 9.3.GV-FIR.2, 9.3.GV-GOV.1, 9.3.GV-GOV.2, 9.3.HL.5, 9.3.HT-TT.1, 9.3.HT-TT.3, 9.3.HU.2, 9.3.IT.1, 9.3.IT.3, 9.3.IT.4, 9.3.LW.1, 9.3.LW.2, 9.3.LW.5, 9.3.LW-COR.11, 9.3.LW-ENF.1, 9.3.LW-ENF.4, 9.3.LW-ENF.5, 9.3.LW-ENF.6, 9.3.LW-LEG.8, 9.3.LW-LEG.9, 9.3.LW-SEC.7, 9.3.MN.1, 9.3.MN.2, 9.3.MN.5, 9.3.MN-MIR.1, 9.3.MN-PPD.1, 9.3.MN-PPD.5, 9.3.MK.1, 9.3.ST-SM.3, 9.3.ST-SM.4, 9.3.12.TD.1, 9.3.12.TD.2, 9.3.12.TD.4, 9.3.12.TD-OPS.1</li> </ul>			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• How has the Constitution survived through time?</li> <li>• How have conflicts caused changes in our democracy?</li> <li>• Can freedom exist without an economic foundation?</li> <li>• How powerful should our government be?</li> <li>• Should freedom be limited?</li> <li>• Do political parties serve the public interest and further the cause of democracy?</li> <li>• How have the core political ideals helped shape the development of the American society?</li> </ul>			
<b>Anchor Text</b>			

- American Republic, Glencoe

### **Informational Texts (3-5)**

- Mayflower Compact 1620
- Bacon's Rebellion image 1676
- Act of Toleration 1689
- Locke's Two Treatises of Government 1689
- Albany Plan of Union 1754
- Proclamation of 1763
- The Boston Massacre image 1770
- Declaration of Independence 1776
- John Adams – Thoughts on Government 1776
- NJ Plan and Virginia Plan 1787
- Constitution 1787
- Federalists Papers
- Amendment 9
- Amendment 10
- Amendment 13
- Amendment 15
- Amendment 16
- Amendment 17
- Amendment 18
- Amendment 19
- Amendment 21
- Amendment 22
- Judiciary Act of 1789
- Alexander Hamilton's Opinion on the Constitutionality of the Bank of the U.S. 1791
- Thomas Jefferson's Opinion on the Constitutionality of a National Bank 1791
- Washington's Farewell Address 1796
- Alien and Sedition Acts 1798
- Louisiana Purchase 1803
- Marbury v. Madison 1803
- McCulloch v. Maryland 1819
- Missouri Compromise 1820

- Tariff of 1828
- Worcester v. Georgia 1832
- “King Andrew” political cartoon 1833
- 1844 NJ State Constitution
- The Declaration of Sentiments and Resolutions 1848
- Fugitive Slave Act 1850
- Compromise of 1850
- Dred Scott Decision 1857
- Homestead Act 1862
- The Emancipation Proclamation 1863
- Plessy v. Ferguson 1896
- Schenck v. U.S 1919
- Debs v. U.S. 1919
- “As Gag Rulers Would Have It” Cartoon on Sedition Act 1920
- The New Deal 1930s
- Dennis v. U.S 1951
- McCarthy Hearings 1954
- Voting Rights Act 1965
- N.Y. Times v. U.S 1971
- Civil Rights Act of 1957, 1964, 1968
- Campaign Spending Acts
- Elections of 2000 and 2008
- Patriot Act 2002

### Short Texts (1-3)

- After Newtown (gun control) (Achieve 3000 )
- Cicero – Constitutional Convention
- Cicero – Road to the Revolution
- How should we count our votes? (Achieve 3000)
- Economic Freedom by Robert A Lawson from The Concise Encyclopedia of Economics <http://www.econlib.org/library/Enc/EconomicFreedom.html>
- Cicero – The New Deal
- “School District Doesn't See Student Retweets As Freedom Of Speech” <http://www.opb.org/news/blog/newsblog/school-district-doesnt-see-student-retweets-as-freedom-of-speech/>

### Suggested Writing Assessments

- Locke’s Social Contract and the Declaration of Independence - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/a-LockesSocialContract-Deiches.pdf>
- The Federalist and Anti-Federalist’s – Point of Views - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-FederalistsvsAntiFederalists-Cunningham.pdf>
- The Federalist Challenge Civil Liberties <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-SeditionAct1798-Miller.pdf>
- The Missouri Compromises and Dred Scott - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-DredScott-Stemmerman.pdf>
- The Equal Rights Amendment – <http://www.polk-fl.net/staff/teachers/tah/documents/MCLarty-TheEqualRightsAmendment.pdf>
- Progressive Reform - <http://www.clevelandhs.org/apps/download/96B8PrTs4g7BCf5yvb62UjHjmbKMwJLI6WQEnfBfVxVzzOSJ.pdf/Progressive%20Era%20DBQ.pdf>
- Constitutional Change - [http://www.greece.k12.ny.us/files/filesystem/USHG\\_Thematic\\_Essays%5CUSHG\\_Thematic\\_01.04.pdf](http://www.greece.k12.ny.us/files/filesystem/USHG_Thematic_Essays%5CUSHG_Thematic_01.04.pdf)
- Restrictions on Speech During Wartime - <http://www.polk-fl.net/staff/teachers/tah/documents/RestrictionsonSpeechDuringWartime.pdf>
- Joseph McCarthy on Trial - <http://www.polk-fl.net/staff/teachers/tah/documents/JosephMcCarthyonTrial.pdf>

\*\* All students will write a research paper, assigned October 1st and due January 5th.

#### Resources (websites, Blackboard, documents, etc.)

- Cicero
- Achieve 3000
- Digital History <http://www.digitalhistory.uh.edu/>
- Docs Teach <http://docsteach.org/>
- History Channel – America: The Story of Us
- Iron Jawed Angels (movie)
- Women Suffrage Pickets at White House - <http://www.old-picture.com/american-legacy/012/Suffrage-Pickets-Woman-White-003.htm>
- Constitutionfacts.com
- Center on Congress <http://www.centeroncongress.org/>

#### Suggested Time Frame:

One marking period (first)

<b>Content Area:</b>	<b>U.S. History 1</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Colonization, Settlement and Expansion</b>		
<b>CCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>CCCS: 6.1.12.C.1.a,b; 6.1.12.B.2.a,b; 6.1.12.C.2.a,b; 6.1.12.A.3.a,b,c,d,e,f,g,h,i; 6.1.12.B.3.a; 6.1.12.C.3.a,b; 6.1.12.D.3.c; 6.1.12.A.4.a,b,c,d; 6.1.12.D.4.a,b; 6.1.12.A.5.a,b; 6.1.12.B.5.a,b; 6.1.12.C.5.a,c; 6.1.12.D.5.a,b; 6.1.12.B.6.a,b; 6.1.12.C.6.a,b,c; 6.1.12.D.6.a,b; 6.1.12.B.7.a; 6.1.12.C.7.a; 6.1.12.A.8.b; 6.1.12.B.8.a; 6.1.12.C.8.a; 6.1.12.B.9.a; 6.1.12.C.9.a,b,c,d; 6.1.12.B.10.a; 6.1.12.C.10.a,b; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.C.12.a,b,c,d; 6.1.12.A.13.c; 6.1.12.B.13.a,b; 6.1.12.C.13.b,d; 6.1.12.D.13.d; 6.1.12.B.14.b,c,d; 6.1.12.C.14.a,b,c,d; 6.1.12.D.14.a,b,c; 6.1.12.A.15.b,e,f; 6.1.12.B.16.a; 6.1.12.C.16.a,b,c; 6.1.12.D.16.a,b,c.</li> <li>11-12 RH. 1,2,3,4,5,6,7,8,9, 10.</li> <li>11-12 WHST. 1,2,3,4,5,6,7,8,9,10.</li> </ul>			
<b>CTE Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>9.1.12.A.5, 9.1.12.A.8, 9.1.12.A.9, 9.1.12.A.10, 9.1.12.A.11, 9.1.12.A.12, 9.1.12.A.13, 9.1.12.B.1, 9.1.12.B.5, 9.1.12.B.7, 9.1.12.B.9, 9.1.12.B.10, 9.1.12.C.1, 9.1.12.C.9, 9.1.12.D.2, 9.1.12.D.3, 9.1.12.D.8, 9.1.12.D.9, 9.1.12.D.12, 9.1.12.D.13, 9.1.12.D.14, 9.1.12.E.4, 9.1.12.E.5, 9.1.12.F.1, 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.1.12.F.6, 9.1.12.G.1, 9.1.12.G.7, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.8, 9.3.12.AG.1, 9.3.12.AG.2, 9.3.12.AG.4, 9.3.12.AG-ANI.1, 9.3.12.AG-ENV.2, 9.3.12.AG-FD.4, 9.3.12.AG-NR.2, 9.3.12.AC.4, 9.3.12.AC-DES.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM-MGT.3, 9.3.12.ED.2, 9.3.12.ED.5, 9.3.12.ED-ADM.1, 9.3.12.ED-ADM.2, 9.3.12.ED-TT.1, 9.3.12.ED-TT.5, 9.3.12.ED-TT.11, 9.3.12.FN.1, 9.3.12.FN-ACT.3, 9.3.GV.1, 9.3.GV.5, 9.3.GV.6, 9.3.GV-FIR.1, 9.3.GV-FIR.2, 9.3.GV-GOV.1, 9.3.GV-GOV.2, 9.3.HL.5, 9.3.HT-TT.1, 9.3.HT-TT.3, 9.3.HU.2, 9.3.IT.1, 9.3.IT.3, 9.3.IT.4, 9.3.LW.1, 9.3.LW.2, 9.3.LW.5, 9.3.LW-COR.11, 9.3.LW-ENF.1, 9.3.LW-ENF.4, 9.3.LW-ENF.5, 9.3.LW-ENF.6, 9.3.LW-LEG.8, 9.3.LW-LEG.9, 9.3.LW-SEC.7, 9.3.MN.1, 9.3.MN.2, 9.3.MN.5, 9.3.MN-MIR.1, 9.3.MN-PPD.1, 9.3.MN-PPD.5, 9.3.MK.1, 9.3.ST-SM.3, 9.3.ST-SM.4, 9.3.12.TD.1, 9.3.12.TD.2, 9.3.12.TD.4, 9.3.12.TD-OPS.1</li> </ul>			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>How did slavery affect the growth and development of the United States?</li> <li>How did American expansion affect the policies of the United States?</li> <li>How did European settlements shape the American identity?</li> <li>How has industrial development and technological advancements been a blessing and a curse for Americans?</li> <li>Do the United States expansion policies reflect democracy or dictatorship?</li> <li>How has Manifest Destiny, expansionism policies and imperialism impacted on the growth of the United States?</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li>American Republic, Glencoe</li> </ul>			
<b>Informational Texts (3-5)</b>			
<ul style="list-style-type: none"> <li>Letter from John Smith 1608</li> <li>Mayflower Compact 1619</li> <li>Proclamation of 1763</li> </ul>			

- Northwest Ordinance 1787
- Patent for Cotton Gin 1791- <http://www.enotes.com/topics/cotton-gin-petition>
- Daily Life of a Slave <http://cottonclassroom.com/lessonplan.html>
- Louisiana Purchase 1803
- Missouri Compromise 1820
- Monroe Doctrine 1824
- Andrew Jackson's Address to Congress on Indian Removal Act 1830
- Lowell Offering 1830s
- A Week in the Mill - <http://www.albany.edu/history/history316/WeekintheMill.html>
- An Account of a Visitor to Lowell 1836 - <http://www.albany.edu/history/history316/VisitorLowell1836.html>
- John L. O'Sullivan on Manifest Destiny 1839 - <https://www.mtholyoke.edu/acad/intrel/osulliva.htm>
- Declaration of Rights and Sentiments 1848
- Compromise of 1850
- Pacific Railway Act 1862
- Homestead Act 1862
- Thirteenth Amendment 1865
- Fourteenth Amendment 1867
- Roosevelt Corollary to the Monroe Doctrine 1904
- Dollar Diplomacy 1909
- Wilson's Fourteen Points 1918
- Immigration Act of 1921, 1924
- The Atlantic Charter 1941
- Charter of the United Nations (UN) 1945
- Truman Doctrine 1947
- Charter of the Organization of the American States (OAS) 1948
- North Atlantic Treaty (NATO) 1949
- Southeast Asia Collective Defense Treaty (SEATO) 1954
- Civil Rights Act of 1964
- Immigration and Nationality Act of 1965

### Short Texts (1-3)

- Must be logged on to Facts on File "American History" to access link of the following articles (listed below as [www.fofweb.com](http://www.fofweb.com)):
- Immigration 1754–1820s  
<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EAHIII188&SingleRecord=True>

- Immigration During the Antebellum Period  
<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EAHIV126&SingleRecord=True>
- Immigration 1929–1945  
<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EAHIX113&SingleRecord=True>
- Immigration  
<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EHI0001&SingleRecord=True>
- Westward Expansion: Encounters at a Cultural Crossroads  
[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/pdf/teacher_guide.pdf)
- The Great West Illustrated 1869 <https://www.gilderlehrman.org/history-by-era/development-west/resources/great-west-illustrated-1869>
- Americanese Wall 1916 - <http://www.loc.gov/pictures/resource/cph.3b00563/>
- Statue of Liberty by U.S. Grant 1884 <https://www.gilderlehrman.org/history-by-era/immigration-and-migration/resources/statue-liberty-1884>
- Spanish American War <https://history.state.gov/milestones/1866-1898/spanish-american-war>

### Suggested Writing Assessments

- “City Upon a Hill” <http://coldwater-apush.wikispaces.com/file/view/DBQ%20City%20on%20a%20Hill.pdf/255799060/DBQ%20City%20on%20a%20Hill.pdf>
- Manifest Destiny 1820 – 1860 - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-ManifestDestiny1820-1860-Rawlins.pdf>
- Westward expansion and manifest destiny  
<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CCwQFjAB&url=http%3A%2F%2Fms.lgisd.net%2Fapps%2Fdownload%2FevKuEYTIHAbfXkja45tMYCtVGLuUGYnjiSq5CNFBI8fBDnVl.doc%2FManifest%2BDestiny%2BDBQ.doc&ei=D96FU4jRPPDMsQTboYCAAg&usq=AFQjCNE54PXDmPg83zaixdvzf1ycZiOCTA>
- Westward Expansion <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/lessons/b-WestwardMovement-MCCARTER.pdf>
- Impact of Westward Expansion on Native Americans and the Role of Government -  
<http://www.smithsoniansource.org/display/dbq/viewdetails.aspx?TopicId=1012&DbqId=1002>
- Trail of Tears <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-TrailofTears-Larrow.pdf>
- Andrew Jackson <http://www.cccsd.org/webpages/sgoforth/files/jackson%20dbq.pdf>
- Slavery and Sectionalism <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-SlaverySectionalism-McLarty.pdf>
- Farm Life and City Life <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/lessons/c-FarmLifevsCityLife-Wassemann.pdf>
- Lowell Girls <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-LowellGirls-Wassemann.pdf>
- Dred Scott <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-DredScott-Stemmerman.pdf>
- The Civil War and the Expansion of Slavery <http://caho-test.cc.columbia.edu/dbq/11014.html>
- The Effect of Industrialization on Urbanization - <http://www.polk-fl.net/staff/teachers/tah/documents/TheEffectofIndustrializationonUrbanization.pdf>

- City Problems <http://caho-test.cc.columbia.edu/dbq/11003.html>
- The Impact of Industrialization on workers - <http://www.edteck.com/dbq/dbquest/quest11.htm>
- The workers vs. big business - <http://www.historyteacher.net/USProjects/DBQs2000/APUSH-DBQ-4.htm>
- Industrialization - <http://ap-dbq.wikispaces.com/Industrialization>
- The Nativist Response to Immigration  
<http://teachers.hfcsd.org/webpages/tnassivera/files/Immigrant%20v%20Nativist%20DBQ213.pdf>
- American Imperialism - <http://www.polk-fl.net/staff/teachers/tah/documents/Wright-ImperialismDBQ.pdf>
- The Conflict over U.S. Imperialism 1876-1920 - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/f-Huberschmidt-Imperialism1886-1920.pdf>
- Spanish American War - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/f-Kliippel-SpanAmDBQ.pdf>
- U.S. Expansionism/Imperialism (DBQ from 1994 on p. 148) -  
[http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP\\_USH\\_DBQ.pdf](http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP_USH_DBQ.pdf)

#### Resources (websites, Blackboard, documents, etc.)

- Facts on File Database on PCTI Media Center Web page [www.fofweb.com](http://www.fofweb.com)
- The Gilder Lehrman Institute of American History [www.gilderlehrman.org](http://www.gilderlehrman.org)
- Our Documents – 100 Milestone Documents [www.ourdocuments.gov](http://www.ourdocuments.gov)
- Library of Congress – Teacher Resources [www.loc.gov/teachers/](http://www.loc.gov/teachers/)
- U.S. Department of State Office of the Historian <https://history.state.gov>
- College Board DBQs from 1973 – 1999 [http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP\\_USH\\_DBQ.pdf](http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP_USH_DBQ.pdf)
- Nystrom Atlas on slavery and immigration
- A History of Us

**Suggested Time Frame:**

One marking period (second)



<b>Content Area:</b>	<b>U.S. History 1</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>American Society: The Gathering and Interactions of Peoples, Cultures and Ideas.</b>		
<b>CCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>CCCS: 6.1.12.A.1.b, 6.1.12.B.1.a, 6.1.12.C.1.b, 6.1.12.D.1.a; 6.1.12.B.2.a,b; 6.1.12.D.2.a,b,c,d,e; 6.1.12.A.3.h,i; 6.1.12.D.3.a,b,c,d,e; 6.1.12.A.4.a,b,d; 6.1.12.D.4.a,b,c,d,e; 6.1.12.A.5.c; 6.1.12.B.5.b; 6.1.12.D.5.c,d; 6.1.12.A.6.b,c; 6.1.12.D.6.c; 6.1.12.C.7.b; 6.1.12.A.8.c; 6.1.12.C.8.b; 6.1.12.D.8.a,b; 6.1.12.D.9.b; 6.1.12.D.10,c,d; 6.1.12.A.11.c,d; 6.1.12.D.11.c,d,e; 6.1.12.D.12.b; 6.1.12.A.13.a,b,c; 6.1.12.B.13.a,b; 6.1.12.C.13.a,b,c,d; 6.1.12.D.13.a,b,c,d,e,f; 6.1.12.A.14.b,f,g,h; 6.1.12.B.14.a,b,c,d; 6.1.12.D.14.d,e,f; 6.1.12.B.15.a; 6.1.12.D.15.a; 6.1.12.C.16.a; 6.1.12.D.16.a,b,c.</li> <li>11-12 RH. 1,2,3,4,5,6,7,8,9, 10.</li> <li>11-12 WHST. 1,2,3,4,5,6,8,9,10.</li> </ul>			
<b>CTE Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>9.1.12.A.5, 9.1.12.A.8, 9.1.12.A.9, 9.1.12.A.10, 9.1.12.A.11, 9.1.12.A.12, 9.1.12.A.13, 9.1.12.B.1, 9.1.12.B.5, 9.1.12.B.7, 9.1.12.B.9, 9.1.12.B.10, 9.1.12.C.1, 9.1.12.C.9, 9.1.12.D.2, 9.1.12.D.3, 9.1.12.D.8, 9.1.12.D.9, 9.1.12.D.12, 9.1.12.D.13, 9.1.12.D.14, 9.1.12.E.4, 9.1.12.E.5, 9.1.12.F.1, 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.1.12.F.6, 9.1.12.G.1, 9.1.12.G.7, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.8, 9.3.12.AG.1, 9.3.12.AG.2, 9.3.12.AG.4, 9.3.12.AG-ANI.1, 9.3.12.AG-ENV.2, 9.3.12.AG-FD.4, 9.3.12.AG-NR.2, 9.3.12.AC.4, 9.3.12.AC-DES.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM-MGT.3, 9.3.12.ED.2, 9.3.12.ED.5, 9.3.12.ED-ADM.1, 9.3.12.ED-ADM.2, 9.3.12.ED-TT.1, 9.3.12.ED-TT.5, 9.3.12.ED-TT.11, 9.3.12.FN.1, 9.3.12.FN-ACT.3, 9.3.GV.1, 9.3.GV.5, 9.3.GV.6, 9.3.GV-FIR.1, 9.3.GV-FIR.2, 9.3.GV-GOV.1, 9.3.GV-GOV.2, 9.3.HL.5, 9.3.HT-TT.1, 9.3.HT-TT.3, 9.3.HU.2, 9.3.IT.1, 9.3.IT.3, 9.3.IT.4, 9.3.LW.1, 9.3.LW.2, 9.3.LW.5, 9.3.LW-COR.11, 9.3.LW-ENF.1, 9.3.LW-ENF.4, 9.3.LW-ENF.5, 9.3.LW-ENF.6, 9.3.LW-LEG.8, 9.3.LW-LEG.9, 9.3.LW-SEC.7, 9.3.MN.1, 9.3.MN.2, 9.3.MN.5, 9.3.MN-MIR.1, 9.3.MN-PPD.1, 9.3.MN-PPD.5, 9.3.MK.1, 9.3.ST-SM.3, 9.3.ST-SM.4, 9.3.12.TD.1, 9.3.12.TD.2, 9.3.12.TD.4, 9.3.12.TD-OPS.1</li> </ul>			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>How has the racial, ethnic, regional, and religious composition of the nation changed over time?</li> <li>How have the cultural differences of Americans helped or hindered resolutions to problems that have risen through time?</li> <li>How have the various racial, ethnic, religious, and national groups contributed to the creation of a common culture in the United States?</li> <li>Why do some people believe that America's diversity is our greatest asset?</li> <li>How have the patterns of social organization changed in America (e.g. class structure, social mobility, social discrimination, family structure, neighborhood and community)?</li> <li>How have the roles, opportunities, and responsibilities of men and women changed in American society?</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li>American Republic, Glencoe</li> </ul>			
<b>Informational Texts (3-5)</b>			

- City Upon a Hill 1630
- Maryland Toleration Act 1649
- Sinners in the Hands of an Angry God 1741
- Declaration of Independence 1776
- Worcester v. Georgia 1832
- Seneca Falls Declaration of Rights and Sentiments 1848
- Fugitive Slave Law of 1850
- The Dred Scott Decision 1857
- Emancipation Proclamation 1862
- Homestead Act 1862
- Civil Rights Amendments (13, 14, 15)
- Declaration of Rights of the Women of the United States by the National Woman Suffrage Association, July 4, 1876
- Dawes Act 1887
- Plessy v. Ferguson 1896
- Muller v. Oregon 1908
- Cartoon "The protectors of our industries"
- Cartoon "The Mortar of Assimilation: Citizenship (The Melting Pot)"
- Cartoon "Welcome to All!"
- (link for all cartoons: [http://historyproject.ucdavis.edu/lessons/view\\_lesson.php?id=4](http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=4) )
- 19th Amendment 1920
- Scopes Monkey Trial 1925
- Cartoon "Rosie the Riveter - We Can Do It!"
- Brown v. Board of Education of Topeka, Kansas 1954
- Engel vs. Vitale 1962
- Feminine Mystique 1963

### Short Texts (1-3)

- Birth of a Nation <https://www.gilderlehrman.org/history-by-era/jim-crow-and-great-migration/resources/birth-nation-1915>
- The 'Mudsill' Theory," by James Henry Hammond <http://www.pbs.org/wgbh/aia/part4/4h3439t.html>
- Abolitionist Sentiment Grows <http://www.ushistory.org/us/28.asp>
- The Murder of Emmett Till (1955) <http://www.pbs.org/wgbh/amex/till/>
- Look Magazine (1956) [http://www.pbs.org/wgbh/amex/till/sfeature/sf\\_look\\_confession.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_confession.html)
- The Ghosts of Emmett Till (2005) [http://www.nytimes.com/2005/07/31/magazine/31TILL.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2005/07/31/magazine/31TILL.html?pagewanted=all&_r=0)
- "A Dream for Many" <http://portal.achieve3000.com/kb/lesson/?lid=2710&step=11&c=1&asn=>

- “Immigration in U.S. History” by Hasia Diner <http://www.learnnc.org/lp/editions/nchist-newsouth/5690>
- One Nation, Indivisible: Is It History? <http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/melt0222.htm>
- Standing Up For Freedom <http://www.achievement.org/autodoc/page/par0int-1>
- The 50 Most Influential Religious Figures in American History <http://www.firstthings.com/blogs/firstthoughts/2010/08/50-most-influential-religious-figures-in-american-history/>
- Does the American Family Have A History? <http://www.digitalhistory.uh.edu/historyonline/familyhistory.cfm>

### Suggested Writing Assessments

- The Significance of the Civil War Amendments <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/d-Woolwine-CivilWarAmendments.pdf>
- Impact of New Immigration <http://ctah.binghamton.edu/student/Broz/immigrationprinter.html>
- Homogenized Society and Conformity <http://caho-test.cc.columbia.edu/dbq/11009.html>
- Women's suffrage <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-Germany-WomensSuffrageMovementDBQ.pdf>
- Women's suffrage 2 <http://www.polk-fl.net/staff/teachers/tah/documents/WasemannWomanssuffrage.pdf>
- Brown v. Board of Education and a New America [http://www.smithsoniansource.org/content/dbqs/civilrights/brown\\_v\\_board\\_of\\_education.pdf](http://www.smithsoniansource.org/content/dbqs/civilrights/brown_v_board_of_education.pdf)
- Native Americans [http://www.smithsoniansource.org/content/dbqs/westwardexpansion/impact\\_westward\\_expansion.pdf](http://www.smithsoniansource.org/content/dbqs/westwardexpansion/impact_westward_expansion.pdf)
- All Men are Created Equal in 1965 - <http://www.polk-fl.net/staff/teachers/tah/documents/Rawlins-DBQdoccivilrights.pdf>

### Resources (websites, Blackboard, documents, etc.)

- NY Times Interactive Map "Immigration Explorer": <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>
- 2010 Census Interactive Map: <http://www.census.gov/2010census/popmap/>
- Our Documents – 100 Milestone Documents [www.ourdocuments.gov](http://www.ourdocuments.gov)
- Library of Congress – Teacher Resources [www.loc.gov/teachers/](http://www.loc.gov/teachers/)
- U.S. Department of State Office of the Historian <https://history.state.gov>
- College Board DBQs from 1973 – 1999 [http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP\\_USH\\_DBQ.pdf](http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/AP_USH_DBQ.pdf)
- Nystrom Atlas on slavery and immigration

### Suggested Time Frame:

One marking period (third)

<b>Content Area:</b>	<b>U.S. History 1</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>War, Peace, and the Responsibilities of Global Involvement</b>		
<b>CCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>CCCS: 6.1.12.D.1.a; 6.1.12.C.2.a; 6.1.12.D.2.a; 6.1.12.A.3.a,b,e; 6.1.12.D.3.c; 6.1.12.A.4.a,c; 6.1.12.B.4.a,b; 6.1.12.C.4.a,b,c; 6.1.12.D.4.b,c; 6.1.12.C.5.b; 6.1.12.B.6.a,b; 6.1.12.D.6.a,b; 6.1.12.A.7.a,b,c; 6.1.12.C.7.a; 6.1.12.D.7.a,b,c; 6.1.12.D.9.a; 6.1.12.D.10.a,b; 6.1.12.A.11.a,b,c,d,e; 6.1.12.B.11.a; 6.1.12.D.11.a,b,d,e; 6.1.12.A.12.a,b,c; 6.1.12.B.12.a; 6.1.12.D.12.a,c,d,e; 6.1.12.D.14.a,b; 6.1.12.A.15.a,b,c,d,e,f; 6.1.12.C.15.a,b; 6.1.12.D.15.a,b,c,d; 6.1.12.A.16.a.</li> <li>11-12 RH.1,2,3,4,5,6,7,8,9,10.</li> <li>11-12 WHST. 1,2,3,4,5,6,8,9,10.</li> </ul>			
<b>CTE Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>9.1.12.A.5, 9.1.12.A.8, 9.1.12.A.9, 9.1.12.A.10, 9.1.12.A.11, 9.1.12.A.12, 9.1.12.A.13, 9.1.12.B.1, 9.1.12.B.5, 9.1.12.B.7, 9.1.12.B.9, 9.1.12.B.10, 9.1.12.C.1, 9.1.12.C.9, 9.1.12.D.2, 9.1.12.D.3, 9.1.12.D.8, 9.1.12.D.9, 9.1.12.D.12, 9.1.12.D.13, 9.1.12.D.14, 9.1.12.E.4, 9.1.12.E.5, 9.1.12.F.1, 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.1.12.F.6, 9.1.12.G.1, 9.1.12.G.7, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.8, 9.3.12.AG.1, 9.3.12.AG.2, 9.3.12.AG.4, 9.3.12.AG-ANI.1, 9.3.12.AG-ENV.2, 9.3.12.AG-FD.4, 9.3.12.AG-NR.2, 9.3.12.AC.4, 9.3.12.AC-DES.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM-MGT.3, 9.3.12.ED.2, 9.3.12.ED.5, 9.3.12.ED-ADM.1, 9.3.12.ED-ADM.2, 9.3.12.ED-TT.1, 9.3.12.ED-TT.5, 9.3.12.ED-TT.11, 9.3.12.FN.1, 9.3.12.FN-ACT.3, 9.3.GV.1, 9.3.GV.5, 9.3.GV.6, 9.3.GV-FIR.1, 9.3.GV-FIR.2, 9.3.GV-GOV.1, 9.3.GV-GOV.2, 9.3.HL.5, 9.3.HT-TT.1, 9.3.HT-TT.3, 9.3.HU.2, 9.3.IT.1, 9.3.IT.3, 9.3.IT.4, 9.3.LW.1, 9.3.LW.2, 9.3.LW.5, 9.3.LW-COR.11, 9.3.LW-ENF.1, 9.3.LW-ENF.4, 9.3.LW-ENF.5, 9.3.LW-ENF.6, 9.3.LW-LEG.8, 9.3.LW-LEG.9, 9.3.LW-SEC.7, 9.3.MN.1, 9.3.MN.2, 9.3.MN.5, 9.3.MN-MIR.1, 9.3.MN-PPD.1, 9.3.MN-PPD.5, 9.3.MK.1, 9.3.ST-SM.3, 9.3.ST-SM.4, 9.3.12.TD.1, 9.3.12.TD.2, 9.3.12.TD.4, 9.3.12.TD-OPS.1</li> </ul>			
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>How have wars shaped America?</li> <li>Are wars inevitable?</li> <li>Are leaders responsible reformers or irresponsible agitators?</li> <li>Do the costs of war justify the means?</li> <li>Is keeping the peace always the correct course of action?</li> <li>Is it possible to have reconciliation after war?</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li>American Republic, Glencoe</li> </ul>			
<b>Informational Texts (3-5)</b>			

- How Has War Shaped America
- Pocahontas marries John Rolfe 1613
- The First Thanksgiving at Plymouth, 1621
- Join or Die Cartoon 1754
- Proclamation of 1763
- Treaty of Paris, 1763 & 1783
- Letters from a Farmer, John Dickinson 1767
- Boston Massacre engraving by Paul Revere 1770
- Tarleton's Massacre 1780
- The World Turned Upside Down song lyrics
- The Reconciliation between Britannia and Her Daughter Cartoon 1782
- Shays Rebellion 1786
- Three-Fifths Compromise
- 1st, 4th, 9th & 10th Amendments
- Jay's Treaty 1794
- George Washington's Farewell Address 1796
- Embargo Act Cartoons
- Newspaper articles and political views leading up to the War of 1812 - <http://webs.wofford.edu/byrnesms/1812.htm>
- The Burning of York (Toronto) and retaliation at Washington, DC 1814
- Hartford Convention 1814
- Compromise of 1820
- Monroe Doctrine 1824
- Supreme Court Cases: Worcester vs. Georgia, Cherokee Nation vs. Georgia, 1831-32
- Wilmot Proviso 1846
- James K. Polk – Proclamation 47 Announcement that a State of War Exists with the Republic of Mexico, 1846
- Mexican War
- Compromise of 1850
- Daniel Webster's 7th of March speech 1850
- Southern Chivalry Cartoon 1856
- Lincoln-Douglas Debates 1858
- Cartoons: "The Secession Movement," "The Folly of Secession," and "South Carolina's Ultimatum"
- Emancipation Proclamation 1862
- Gettysburg Address 1863
- Abraham Lincoln's Ten Percent Plan 1863

- John Brown's song lyrics
- Andersonville: famous quotes - <http://www.civilwar.org/education/history/warfare-and-logistics/warfare/famous-quotes-for-andersonville-page.html>
- Sherman's March to the Sea: A Southerner's Perspective - <http://www.eyewitnesstohistory.com/sherman.htm>
- Wade-Davis Bill 1864
- Surrender at Appomattox 1865
- Andrew Johnson's Restoration Plan 1865
- White Supremacy Groups / KKK
- Custer's Last Stand 1876
- Compromise of 1877
- The Noble Red Man cartoon by Thomas Nast 1878
- Dawes Act 1887
- Plessy vs. Ferguson 1896
- Curtis Act 1898
- Woodrow Wilson's War Message to Congress 1917
- Treaty of Versailles 1918
- Wilson's Fourteen Points 1918
- Attack on Pearl Harbor 1941
- The Atlantic Charter 1941
- Yalta Conference 1945
- Potsdam Conference 1945
- Atomic Bomb Primary Docs <http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/>
- Charter of the United Nations (UN) 1945
- Truman Doctrine 1947
- Charter of the Organization of the American States (OAS) 1948
- Berlin Air Lift 1948
- North Atlantic Treaty (NATO) 1949
- Southeast Asia Collective Defense Treaty (SEATO) 1954
- President Johnson's Speech at Johns Hopkins University 1965 "Peace Without Conquest"
- Détente 1972 – 1990s
- Persian Gulf War 1990s
- Sept. 11, 2001 attack
- Iraqi War 2000s

- Operation Enduring Freedom

### Short Texts (1-3)

- History is a Weapon: A Kind of Revolution <http://www.historyisaweapon.com/defcon1/zinnkin5.html>
- The Price They Paid [http://www.connecticutsar.org/articles/price\\_paid.htm](http://www.connecticutsar.org/articles/price_paid.htm)
- "The Doctrine Grows Up" <http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=MAHMD08&SingleRecord=True>
- Origins of the Mexican American War <http://dig.lib.niu.edu/mexicanwar/origins.html>
- Whose Manifest Destiny? The Conquest of Northern Mexico <http://users.humboldt.edu/ogayle/hist110/unit3/MexicanAmericanWar.html>
- 50 Ways the Civil War Changed American life <http://www.aarp.org/politics-society/history/info-06-2011/civil-war-changed-american-life.html>
- American imperialism, 1870–1900  
<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EAHV1144&SingleRecord=True>
- Woodrow Wilson and the Dilemmas of Neutrality: August 1914–January 1917  
<http://www.fofweb.com/NuHistory/LowerFrame.asp?ItemID=WE52&iPin=EHWWI07&SingleRecord=True>
- Assimilation and allotment in U.S. Indian policy <http://www.fofweb.com/NuHistory/default.asp?ItemID=WE52>
- The Emerging War: 1939–1941 <http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EHGDEssay07&SingleRecord=True>
- Manhattan Project  
<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EAEH0445&SingleRecord=True>
- The Decision to use the Atomic Bomb [http://www.columbia.edu/itc/eacp/japanworks/ps/japan/stimson\\_harpers.pdf](http://www.columbia.edu/itc/eacp/japanworks/ps/japan/stimson_harpers.pdf)
- Iraq War <http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=EWAR1612&SingleRecord=True>
- Costs of War <http://costsofwar.org/>
- Costs of Major U.S. Wars <http://fas.org/sgp/crs/natsec/RS22926.pdf>
- 10 Battles That Shaped America <http://www.historynet.com/ten-battles-that-shaped-america.htm>
- The Uses of Military Power <http://www.pbs.org/wgbh/pages/frontline/shows/military/force/weinberger.html>
- What Is America's Role in the World? <http://www.heritage.org/research/reports/2010/11/what-is-america-s-role-in-the-world>

### Suggested Writing Assessments

- Was the destruction of America's native cultures inevitable and unavoidable?  
[http://phasdela.weebly.com/uploads/4/7/7/2/4772176/dbq\\_clash\\_of\\_cultures.pdf](http://phasdela.weebly.com/uploads/4/7/7/2/4772176/dbq_clash_of_cultures.pdf)
- American Revolution Prelude <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/a-AmRevPrelude-HardenBlaauw.pdf>
- Arguments for debate on Revolutionary War: Patriot vs. Loyalist
- The American Revolution (Word Document)
- Compare and Contrast soldiers' journal perspectives in war(s) throughout time.
- Analyze the evolution of the role media plays in war. How does it shape/influence America?



- Letter to the Editor. 1812 War Hawks
- RAFT (role, audience, format, topic) around The Trail of Tears. Jackson, Cherokee Chief, Soldier during the March.
- Peer-review editing essay on Poking Holes at Polk
- War for Texas Independence [http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-McCarter\\_Texas\\_Ind.pdf](http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-McCarter_Texas_Ind.pdf)
- Mexican War - <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/b-MexicanWar-Pobjecky.pdf>
- Impact of the Civil War <http://www.polk-fl.net/staff/teachers/tah/documents/TheImpactoftheCivilWar.pdf>
- Plains Wars DBQ <http://www.vusd.k12.ca.us/hs/vhs/White/Documents/Topic%2015/Plains%20Indians%20DBQ.pdf>
- The Spanish American War <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/f-Kliippel-SpanAmDBQ.pdf>
- World War I <http://www.nysedregents.org/ushistorygov/114/ushg12014v2.pdf>
- The Decision to use the Atomic Bomb DBQ <http://mrdhammill.files.wordpress.com/2011/08/1988-dbq-dropping-the-atomic-bomb.pdf>
- How did the Cold War affect United States domestic policy and American society?  
[http://www.eastconn.org/tah/1112GD1\\_ColdWarDocumentAnalysisLesson.pdf](http://www.eastconn.org/tah/1112GD1_ColdWarDocumentAnalysisLesson.pdf)
- Write analysis of the cost of war. (Do costs justify means?) Must incorporate a war from every century from 18th-21st.

#### Resources (websites, Blackboard, documents, etc.)

- PBS Documentary – The Civil War by Ken Burns
- The American Presidency Papers - <http://www.presidency.ucsb.edu/index.php>
- The White House Historical Association Classroom – primary documents and lesson plans -  
[http://www.whitehousehistory.org/whha\\_classroom/classroom.html](http://www.whitehousehistory.org/whha_classroom/classroom.html)
- The White House Historical Association History - <http://www.whitehousehistory.org/history/history.html>
- The Army-McCarthy Hearings <http://www.c-span.org/video/?158934-1/armymccarthy-hearings>
- “Reflections” by Lee Teter <http://www.cc.gatech.edu/~tpilsch/AirOps/legacy.html>
- Articles about the American Revolution <http://www.connecticutsar.org/articles/index.htm>
- DBQ activities including guidelines, examples, outlines, etc. <http://www.walch.com/samplepages/038752.pdf>

**Suggested Time Frame:**

One marking period (fourth)