

# **PASSAIC COUNTY TECHNICAL INSTITUTE**

**United States History II Honors Curriculum**

**Course Number: 0055  
Number of Credits: 5**

**June 2018**

## **I. Course Description**

United States History II Honors is a full year course designed to provide students with content, practical knowledge of U.S. History, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for future educational endeavors and beyond.

During the course students will analyze and examine the political, economic, social and religious issues that molded this nation from the emergence of modern America and all its reforms to the present. Students will examine the growth and development of the United States from the post-Civil War era into the twenty-first century. They will investigate the origins and development of various concepts, themes, and issues that Americans faced, such as political reforms and social movements.

Students will learn and practice critical thinking, synthesizing and analyzing skills to discover that while the American experiment has been a great success, the people and leaders of the United States have not always been ethical nor have they fully acted in a manner intended by the founding fathers. A course goal is to relate such lessons to current events and to students' own lives in order to teach that one much learn from history the true essence of the human experience. Further skill building to help students in future academic endeavors and beyond will come through the use of maps, charts, time lines and other visual aids along with practice in creating power points, outlining, and essay writing. Key political concepts, ideas, policies, etc. and other texts and visual aids will help garner an understanding for students the relationships and interactions.

The digital age has transformed social studies curriculum allowing twenty-first century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society.

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

II. Curriculum Unit Planner

PASSAIC COUNTY TECHNICAL INSTITUTE  
 45 Reinhardt Road  
 Wayne, NJ

Academic Curriculum Unit Planner

<b>Content Area:</b>	United States History II Honors	<b>Grade(s)</b>	12
<b>Unit I Plan Title:</b>	Westward Movement/Industrialization/Immigration/Urbanization		
<b>New Jersey Student Learning Standards for Social Studies</b>			
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21<sup>st</sup> Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p>			
<b>Essential Questions (3-5)</b>			
<p>What are the causes of the Westward Movement and its effects?                  What are the consequences of rapid industrialization?                  How did the Industrial Revolution impact society?                  How did the Industrial Revolution have a positive and sometimes negative impact on the economic growth of the country?                  How did Industrialization impact the labor movement, the industrialists involved and the attitude of the American people toward working conditions in the U.S.?                  What significant issues led to reform, progressive politics and organizations in the United States? (Including but not limited to NJ connections –Paterson Silk Strike and Alice Paul)?                  How have the United States and other nations global competition for land and resources led to conflicts?                  How have social intolerance, xenophobia and racism led to movements and policies effecting immigration and migration to and within the United States?</p>			

How have the social, cultural and technological changes in the United States and the world effected the immigration and migration of people?  
 What are the issues involved in the unregulated development of natural resources and efforts to conserve and protect?  
 How have the foreign policies of American Presidents contributed to the United States becoming a world power?  
 What propaganda, media and special interest groups shaped American public opinion and foreign policy?  
 How did immigration, urbanization and everyday life change during this era in the wake of industrialization?

**Anchor Text**

*The Enduring Vision: A History of the American People* Boyer, Clark, et al. Seventh Edition. Wadsworth Cengage Learning 2011  
 ISBN-13: 978-0-495-80239-6

**Informational Texts (3-5)**

Primary Source documents that will give firsthand accounts for individuals working during the Industrial Revolution.

**Short Texts (1-3)**

Primary/Secondary Sources that can be acquired through the resources listed below.

**Formative & Summative Assessments**

Internet research  
 RST  
 Classwork, homework, quizzes, projects, and exams  
 Interdisciplinary connections: economics, language arts, technology and business

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

- <http://teachinghistory.org/teaching-materials/lesson-plan-reviews/24229>
- <http://www.history.com/images/media/pdf/Men%20Who%20Built%20America.pdf>
- <http://wp.lps.org/ncraft/files/2013/08/Robber-Barron-DBQ.pdf>
- <http://edsitement.neh.gov/lesson-plan/industrial-age-america-sweatshops-steel-mills-and-factories#section-16877>
- <https://www.census.gov/schools/index/teach/history-activities/Industrialization-of-the-US/two-types-of-growth---the-move-west-and-the-move-to-the-city.html>
- [http://www.1.cuny.edu/portal\\_ur/content/voting\\_curriculum/7\\_8th\\_pdfs/8th%20Lesson%205\\_Voting%20\(53-64\).pdf](http://www.1.cuny.edu/portal_ur/content/voting_curriculum/7_8th_pdfs/8th%20Lesson%205_Voting%20(53-64).pdf)
- <http://www.cast.org/our-work/about-udl.html>
- <http://pbl-online.org>
- <http://www.njcccs.org/TechnologyToolbox.aspx>
- <http://rubistar.4teachers.org>
- <http://www.cast.org/our-work/about-udl.html>

**Suggested Time**      **3 Weeks**

<b>Content Area:</b>	United States History II Honors	<b>Grade:</b>	12
<b>Unit II Title:</b>	The Emergence of Modern America and its Reforms: Progressivism, Imperialism, WWI		
<b>New Jersey Student Learning Standards for Social Studies</b>			
<p>6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice</p> <p>6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies designed to address injustice inequity, workplace safety, and immorality</p> <p>6.1.12.A.6.c Relate the creation of African-American advocacy organizations to United States Supreme Court decisions and state and local governmental policies</p> <p>6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19<sup>th</sup> century in New Jersey and the United States</p> <p>6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade</p> <p>6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion</p> <p>6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups</p> <p>6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power</p> <p>6.1.12. D.6.c Analyze the successes and failures of efforts. To expand women’s rights, including the work of important leaders (i.e. Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19<sup>th</sup> Amendment</p> <p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding WWI, and explain why the U.S. eventually entered the war</p> <p>6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security</p>			

during times of war on individual rights (i.e. the Espionage Act and the Sedition Amendment)

6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspective of different countries

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism

6.1.12.C.7.a Determine how technological advancements affected the nature of WWI on land, on water, and in the air

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during WWI

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during WWI

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after WWI

11-12 WHST.9 What strategies did women use to win the right to vote? Which were most and least successful? What made the movement successful?

11-12WHST.5 &.6 Develop and respond (on blackboard or google plus) to the immigration policies from the 20<sup>th</sup> century and compare to the 21<sup>st</sup> century.

11-12 WHST .3&.8 Compare and contrast reports and opinions on the sinking of the Maine using various documents. How were events involving the *Maine* covered in the media? What claim or argument does each document make about the sinking of the Maine?

11-12WHST .1 &.4 Research the backgrounds, experiences, and points of view of John Muir and Theodore Roosevelt. Students will then share that information in an argument created based on one of the pair's "campfire conversations." (PBS link)

11-12 WHST .2 Using primary source documents write an explanatory essay including reference to Woodrow Wilson's positions regarding the entrance into World War I.

11-12 WHST .3 Investigate the Harlem and Chicago Renaissance, focusing on African American artists, musicians, and writers.

### Essential Questions

1. What were the major causes and consequences of the Spanish American War of 1898?
2. How did labor unions help bring about change in the workplace for workers and conditions?
3. How effective were Progressive reforms in preventing unfair business practices, political corruption and promoting social justice?
4. What were the causes and effects of the Progressive Movement?
5. How did the organization of women during the 19<sup>th</sup> and 20<sup>th</sup> century impact governmental policies on issues such as women's suffrage, work place safety and inequity?
6. How did the United States become a global power?
7. What were the causes and socioeconomic and political effects of Imperialism?
8. What caused the United States to become involved in WWI?
9. How did the United States change as a result of its involvement in WWI?

**10. What were the effects of the Treaty of Versailles and its effect on the rise of Nazism?**

**Anchor Text**

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**Informational Texts**

**Informational Texts (found on Blackboard)**

- *New York Times Upfront Magazine*: “The Mystery of the Maine”
- *Don't Know Much About History*: “Who Won the Spanish-American War?”
- *New York Times Upfront Magazine*: “Barbarians Open Up Japan”
- *New York Times Upfront Magazine*: “Triangle Factory Fire”
- *New York Times Upfront Magazine*: “Is Labor Losing its Voice?”
- *Scholastic Update Magazine*: “Muckrakers vs. the Millionaire”
- *New York Times Upfront Magazine*: “Destination America”
- *Junior Scholastic Magazine*: “Irish Immigrants and the Rise of Tammany Hall”
- *New York Times Upfront Magazine*: “One Woman, One Vote”
- *New York Times Upfront Magazine*: “1920: Women Get the Vote”
- *New York Times Upfront Magazine*: “1927: Sacco and Vanzetti”
- *Scholastic Update Magazine*: “Coming to America”
- *New York Times Upfront Magazine*: “1925: The ‘Monkey Trial’”
- *Scholastic Update Magazine*: “The Man Who Saved Yosemite: John Muir”
- *New York Times Upfront Magazine*: “The Car that Changed America”
- *Glencoe Textbook Resource*: “Conserving the Forest Now and Then”
- *The New American*: “Liberty at Home, Not Crusades Abroad”

**Movies, Documentaries, and Video Clips**

- *America: The Story of Us* – “Triangle Shirtwaist Factory Fire”
- *America: The Story of Us* – “Edison and Cities”
- HBO Films: *Iron Jawed Angels*
- PBS Link - Alice Paul - [http://www.pbs.org/wgbh/amex/wilson/peopleevents/p\\_paul.html](http://www.pbs.org/wgbh/amex/wilson/peopleevents/p_paul.html)

## Maps

- Nystrom Maps: Imperialism
- Nystrom Atlas: Spanish American War pp. 80-81- Who Fought the Spanish American War
- Cicero Map: American Land Gains

## Short Texts

### Primary Sources

- Letter to Emperor of Japan from Fillmore: [http://afe.easia.columbia.edu/ps/japan/fillmore\\_perry\\_letters.pdf](http://afe.easia.columbia.edu/ps/japan/fillmore_perry_letters.pdf)
- *Glencoe* Resource Kit: Josiah Strong – Expansionist
- *Glencoe* Resource Kit: Anti-Imperialist League
- Platt and Teller Amendments- Spanish-American War: <http://www.ourdocuments.gov/doc.php?flash=true&doc=55>
- U.S. Constitution: 19<sup>th</sup> Amendment
- Labor Issues- <http://www.tolerance.org/lesson/labor-matters>
- Photos-Jacob Riis- [http://www.moma.org/collection/artist.php?artist\\_id=4928](http://www.moma.org/collection/artist.php?artist_id=4928)
- *Library of Congress*: Chinese Exclusion Act - <http://www.loc.gov/teachers/classroommaterials/connections/chinese-cal/history4.html>
- *Cicero* Resource: Emergency Quota Act of 1921

### Biographies

- *Glencoe* Resource Kit: Samuel Gompers
- *RST* “Robber Baron or Captains of Industry: Clips from the History Channel *The Men who Built America*”

### Political Cartoons

- Yellow Journalism Political Cartoons: <http://www.pbs.org/crucible/cartoons.html>
- *Puck Magazine*: “Protectors of Our Industry” <http://www.loc.gov/pictures/item/94507245/>
- *Puck Magazine*: “Declined with Thanks”
- Political Cartoon- *Puck Magazine*- “Looking Backward”  
[http://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1009&context=cola\\_ug\\_research](http://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1009&context=cola_ug_research)
- Political Cartoon- Immigration Act of 1924
- *Glencoe* Resource Kit: Native Americans and a Nation of Immigrants
- *Glencoe* Resource Kit: Big Stick Diplomacy
- *Glencoe* Resource Kit: Spanish Politeness

### Landmark Supreme Court Cases

- *Gitlow v. New York*: The Right of Political Radicals to Free Speech

**Music**

- Woody Guthrie: “Sacco and Vanzetti”

**Research Simulation Task (RSTs)**

- Woodrow Wilson and WWI – <http://www.historyteacher.net/USProjects/DBQs2000/HerbMeserve-Sean.htm>
- Research different inventors and business leaders

**Websites and Online Resources**

- Library of Congress: Spanish-American War – <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/spanish-american-war/>
- *Library of Congress*: Labor – Now and Then: <http://www.loc.gov/teachers/classroommaterials/lessons/labor/>
- *Historical New York Times*: Paterson Silk Strike
- *PBS*: “Labor Day Lesson Plan: Unions Today” - [http://www.pbs.org/newshour/extra/lessons\\_plans/negotiation-labormanagement-simulation/](http://www.pbs.org/newshour/extra/lessons_plans/negotiation-labormanagement-simulation/)
- Botto House- <http://www.labormuseum.net/>
- *Library of Congress*: Immigration – <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>
- *Library of Congress*: Chinese Exclusion – <http://bancroft.berkeley.edu/collections/chineseinca/antichinese.html>
- *PBS*: The Great War resources – <http://www.pbs.org/greatwar/resources/lesson.html>
- *Teaching Tolerance*: Women’s Suffrage – <http://www.tolerance.org/lesson/women-s-suffrage>
- *PBS*: National Parks – <http://www.pbs.org/nationalparks/for-educators/lesson-plans/>
- <http://teachinghistory.org/teaching-materials/lesson-plan-review/24229>
- <https://www.census.gov/schools/index/teach/history-activities/Industrialization-of-the-US/two-types-of-growth---the-move-west-and-the-move-to-the-city.html>

<b>Suggested Time Frame:</b>	<b>9 weeks</b>
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<b>Content</b>	<b>United States History II Honors</b>	<b>Grade:</b>	<b>12</b>
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<b>Area:</b>	
<b>Unit III Title:</b>	<b>America Shaping Its Global Identity at Home and Abroad: 1920s, Great Depression, and WWII</b>
<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <p>6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920's, and determine the impact of these policies on business and the consumer</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies</p> <p>6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women</p> <p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression</p> <p>6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health</p> <p>6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression of the American family, migratory groups, and ethnic and racial minorities</p> <p>6.1.12. A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>6.1.12. A.10.c Evaluate the short and long term impact of the expanded role of government on economic policy, capitalism, and society</p> <p>11-12 WHST 8 &amp; 9 Take information that would show the cause and effects that led to the Great Depression. Create a chart that shows all the events that led to the Depression as well as the actions and policies the government took that also were factors to the economic decline during this time period.</p> <p>11-12 WHST 3, 4, 5, 8 &amp; 9 Interpret primary documents of people who lived in the United States/New Jersey during the Great Depression. They will create a short historical fiction writing piece depicting life in 1930's America. They will utilize information from a variety of sources.</p> <p>11-12 WHST 3, 4, 5, 7, 8, 9 &amp; 10 It is often claimed that the major American wars of the last 150 years have resulted in the most important social and political gains of minorities and women. Evaluate this statement with regard to the experience of minorities and women during World War II. Use evidence from the documents and your knowledge of the period from 1941 to 1945 to compose your answer.</p> <p>11-12 WHST 4, 5 &amp; 6 Change the lyrics of a familiar tune using words and topics from the New Deal unit. Underline the topic when it appears in the song. Underline the topics (5) when it appears in the song. Title your song plus write the name of the adapted tune under the title. Detailed notes must be taken about the (5) topics prior to writing the song and will be handed in with the song. These notes should be easily found in the lyrics of the song.</p> <p>11-12 WHST.1, 3, 4 &amp; 9 All the above listed "essential questions" can be used as essay questions after each topic or at the end of the unit. Several of them can be used and students will then have to write on a minimum of two.</p>	

## Essential Questions

1. What actions and policies did the United States government implement that contributed to the Great Depression and additional economic declines?
2. How did the American family deal with the impact of the Great Depression and additional economic declines?
3. How did the booming economy of the 1920's change American life?
4. How did the Great Depression affect the lives of urban and rural Americans?
5. How did the Great Depression have a national and global impact?
6. How did key figures in history help shape The New Deal?
7. How did The New Deal programs impact the United States and New Jersey?
8. What was the impact of the interdependence on global economies and global conflicts?
9. What were the causes and consequences of WWII?
10. What policies during World War II deny or enhance civil rights to various minority groups in the United States and the world (i.e. women, Japanese Americans, Mexicans, African Americans, Native Americans, Holocaust, and Nanking)?
11. What role and contribution did New Jersey have during the World Wars (Seabrook Farms, Battleship NJ, and Albert Einstein)?
12. How has the role of technology impacted global conflicts and civilian life?
13. How are human rights addressed during global conflict as well as their aftermath?

## Anchor Text

*The Enduring Vision: A History of the American People* Boyer, Clark, et al. Seventh Edition. Wadsworth Cengage Learning 2011  
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## Informational Texts

### Books

- Read scenes from “The Merchant of Venice,” W. Shakespeare, which deals with anti-Semitism
- Book: “Deadly Medicine: Creating the Master Race. Washington, DC: United States Holocaust Memorial Museum, 2004.  
<http://www.ushmm.org/museum/exhibit/online/deadlymedicine/>  
([http://www.ushmm.org/research/library/bibliography/?content=nazi\\_racial\\_science](http://www.ushmm.org/research/library/bibliography/?content=nazi_racial_science))
- The Holocaust Encyclopedia - <http://www.ushmm.org/wlc/en/>

### Informational Texts (found on Blackboard)

- Cicero Resource: “Stock Market Crash 1929” Guided Reading
- *Scholastic Update Magazine*: “They Took Away Our Rights” (Japanese Internment during WWII)
- *New York Times Upfront Magazine*: “The Real Navajo Code Talkers” (Native Americans WWII)
- *Reasoning With Democratic Values*: “A Loaded Weapon/Japanese Relocation”

- *Reasoning With Democratic Values*: “Stealing North: Richard Wright” (Great Migration)

#### **Movies, Documentaries, and Video Clips**

- Movies: A list that deal with the Great Depression – <http://www.indiana.edu/~libsalc/newdeal/depressionfilms.html>
- *Frontline*: “Memory of the Camps” (1985) – [http://www.imdb.com/title/tt0107552/plotsummary?ref=tt\\_ov\\_pl](http://www.imdb.com/title/tt0107552/plotsummary?ref=tt_ov_pl)
- *Discovery Education*: The Unfinished Nation - Contributions of Native Americans and Mexican Americans
- *Discovery Education*: video on the Crash, Hoovervilles, New Deal, Farmers losing their dreams, etc.
- Video: The Longest Hatred (1991): 1. From the Cross to the Swastika. This film examines Jewish-Christian relationships over the past 2,000 years. [http://www.youtube.com/watch?v=VnrIXvE\\_cml](http://www.youtube.com/watch?v=VnrIXvE_cml)
- *PBS Film*: America and the Holocaust – <http://www.youtube.com/watch?v=RqlpI-AWIAgg>
- *Auschwitz: The Nazis and the 'Final Solution'* (2005) - [http://www.imdb.com/title/tt0446610/?ref=sr\\_2](http://www.imdb.com/title/tt0446610/?ref=sr_2)
- *In the Shadow of the Reich: Nazi Medicine* (1997)
- Steven Spielberg’s *Schindler’s List* (1993) – [http://www.imdb.com/title/tt0108052/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0108052/?ref=fn_al_tt_1)
- *Come and See* (1985). This film describes the horrors of war and genocide perpetrated by the Nazis in the Soviet Union during WWII from the perspective of a child – [http://www.imdb.com/title/tt0091251/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0091251/?ref=fn_al_tt_1)
- Video: Fritz Hippler’s *The Eternal Jew* (1940) “an anti-Semitic German Nazi propaganda film, posing as a documentary.”  
- <http://topdocumentaryfilms.com/eternal-jew/>
- Video: Claude Lanzmann’s *Shoah* (1985). This film is a 9 1/2 hour documentary of the Holocaust without using a single frame of archive footage.  
- [http://www.imdb.com/title/tt0090015/plotsummary?ref=tt\\_ov\\_pll](http://www.imdb.com/title/tt0090015/plotsummary?ref=tt_ov_pll)
- *Triumph of the Will* (1935) – Primary source film  
- <http://www.imdb.com/title/tt0025913/>
- Footage WWII - Nuremberg Trials Crimes Against Humanity  
- <http://www.youtube.com/watch?v=QMvDIv8QOvQ>

#### **Websites and Online Resources**

- Great Migration – [http://www.phillipscollection.org/research/american\\_art/artwork/Lawrence- Migration\\_Panel\\_01+.htm](http://www.phillipscollection.org/research/american_art/artwork/Lawrence- Migration_Panel_01+.htm)
- Map- Great Migration- PBS The Rise and Fall of Jim Crow – <http://www.pbs.org/wnet/jimcrow/themap/index.html>
- Interactive Link-Great Migration – [http://www.phillipscollection.org/migration\\_series/flash/journey.cfm](http://www.phillipscollection.org/migration_series/flash/journey.cfm)
- *PBS*: Links to “Riding the Rails” and “Surviving the Dust Bowl” – <http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/>
- *Blitzkrieg* – Total War – <http://spartacus-educational.com/2WWblitzkreig.htm>
- Seabrook Farms: Jobs for Japanese – [http://encyclopedia.densho.org/Seabrook\\_Farms/](http://encyclopedia.densho.org/Seabrook_Farms/)
- Albert Einstein- Database: Gale Biography in Context

## Short Texts

### Primary Sources

- Treaty of Versailles
  - <http://www.firstworldwar.com/source/versailles.htm>
- Hawley-Smoot Tariff
  - <http://www.britannica.com/EBchecked/topic/550096/Smoot-Hawley-Tariff-Act>
- Republican v. Democratic economic policies (Hoover/FDR)
  - <https://www.gilderlehrman.org/history-by-era/new-deal/resources/herbert-hoover-great-depression-and-new-deal-1931%E2%80%931933>
  - <http://www.econlib.org/library/Enc/HooversEconomicPolicies.html>
  - <http://www.heritage.org/research/reports/2004/04/the-economic-lessons-of-president-hoover>
- Gale Cengage Learning: Propaganda poster from 1939 – “German Labor, German Products, and German Worktime (production)”
  - <http://gdc.gale.com/archivesunbound/archives-unbound-economy-and-war-in-the-third-reich-19331944-the/>
- *National Archives*: The Great Depression
  - <http://docsteach.org/documents/search?menu=open&mode=search&sortBy=relevance&q=Great+Depression&commit=Go&era%5B%5D=the-great-depression-and-world-war-ii>
- Primary sources about The Holocaust – Next text Historical Reader. The Holocaust. McDougall Littel. 1999.
- *PBS*: Primary Source - Announcing the Bombing of Hiroshima
  - <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-hiroshima/>
- Primary Source Document with Questions (DBQs) The Potsdam Conference (July 26, 1945)
  - <http://afe.easia.columbia.edu/ps/japan/potsdam.pdf>
- Navajo Code Talkers – Navajo Dictionary
  - <http://www.archives.gov/education/lessons/codetalkers/images/figure-1.jpg>
- Navajo Code Talkers
  - <http://www.archives.gov/education/lessons/code-talkers/>

- Japanese Internment
  - <http://docsteach.org/documents/search?menu=open&mode=search&sortBy=relevance&q=9066>
- Women – “Rosie the Riveter”
  - <http://docsteach.org/documents/search?menu=open&mode=search&sortBy=relevance&q=rosie+the+riveter>
- African Americans – Tuskegee Airmen
  - <http://www.fdrlibrary.marist.edu/education/resources/curriculumguides.html>
- PBS: Primary Sources – music, links, and maps
  - <http://www.pbs.org/jazz/places/>
- Primary sources: U.S. Policy during WWII (1941 - 1945)
  - [https://www.jewishvirtuallibrary.org/jsource/Holocaust/us\\_pol.html](https://www.jewishvirtuallibrary.org/jsource/Holocaust/us_pol.html)
- Primary source: Translation: Nuremberg Race Laws – Germany
  - <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007903>

#### **Biographies**

- Einstein and New Jersey
  - [http://www.einstein-website.de/z\\_biography/princeton-e.html](http://www.einstein-website.de/z_biography/princeton-e.html)

#### **Websites and Online Resources**

- PCTI Database: SIRS Researcher and Government Reporter
  - <http://sks.sirs.com/cgi-bin/hst-portal-display?id=SNJ0115-0-7917>
- University of Georgia: “Handout 10: The Great Depression”
  - <http://www.westga.edu/~hgoodson/The%20Great%20Depression.htm>
- Teaching History: Great Depression and New Deal
  - <http://teachinghistory.org/history-content>
- Library of Congress: The New Deal
  - <http://loc.gov/>
- Yale Law School: The Avalon Project – The New Deal
  - <http://avalon.law.yale.edu/>

- Seabrook Farms: Japanese Relocation and Job in NJ  
- [http://www.usgennet.org/usa/nj/state/seabrook\\_farms\\_nj.htm](http://www.usgennet.org/usa/nj/state/seabrook_farms_nj.htm)
- Battleship NJ  
- <http://www.battleshipnewjersey.org/>

<b>Suggested Time Frame:</b>	<b>12 Weeks</b>
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<b>Content Area:</b>	<b>United States History II Honors</b>	<b>Grade:</b>	<b>12</b>
<b>Unit IV Title:</b>	<b>America’s Involvement in the Struggle for Social Justice/Cold War Era</b>		

**New Jersey Student Learning Standards for Social Studies**

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e. the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e. Plessy v. Ferguson) and state and local governmental policies

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e. the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities

6.1.12.A.6.B Evaluate the ways in which women organized to promote government policies designed to address injustice, inequality, workplace safety, and immorality

6.1.12.D.6.b Analyze the success and failures of efforts to expand women’s rights and including the work of important leaders and the eventual ratification of the 19<sup>th</sup> Amendment

6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities

6.1.12. D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences and individuals with disabilities have met their goals of equality in the workplace policies, and society.

6.1.12. D.11.e Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce

11-12. WHST.8 – Students will determine the attitudes of the people and the issues characterized in the political cartoon and draw evidence from informational texts to support their analysis, reflection, and research.

11-12.WHST.7 - Using the informational texts, digital sources, primary sources and data bases, students will assess the strengths and limitations of technology and the media as a catalyst for the foundation of a counter culture.

11-12. WHST 3 - Using the informational text and video-clip, students will examine the cause and effect of McCarthyism on civil liberties as it pertains to relevant issues of today’s world.

11-12. WHST.9 – Students will compose an essay analysis of the Civil Rights Movement using resources and short video-clip identifying the government’s role in rectifying said injustices.

11-12 WHST .8 – Students will interpret the informational text, movies, music, and how various organizations accomplished equal opportunities for all citizens.

11-12 WHST.5 – Students will demonstrate by writing a course of action using primary, and information sources, to prevent violation of human rights in the US and abroad.

11-12 WHST.9 – Students will research and list arguments that will demonstrate the need for the US to intervene globally with civil rights issues.

### **Essential Questions**

1. What factors led to migration within America and how did it impact the nation?
2. What factors, including technology and media, acted as a catalyst for the foundation of a counter culture?
3. How did the efforts to eliminate communism, such as McCarthyism, undermine civil liberties?
4. What was the impetus for the Civil Rights movement and governmental actions taken to ensure civil rights?
5. How did the Civil Rights organizations pursue their goals for equal opportunities?
6. What extent are the policies of the United States helping to promote human rights and prevent violations of human rights at home and abroad?
7. How effective is the American government in ensuring human rights globally? Is it our responsibility?
8. What was the impact of the New Jersey legislation and policies in eliminating segregation, discrimination, and promoting civil liberties and opportunities?
9. How would you evaluate the effectiveness of federal economic policies in promoting a smooth transition from a wartime to a peacetime economy?
10. How can you compare and contrast the leadership and ideology of Martin Luther King, Jr. and Malcolm X during the Civil Rights Movement and evaluate their legacies?
11. What were the successes of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities?
12. How can you determine the extent to which suburban living and television supported conformity and stereotyping during the time period, while new music, art, and literature acted as catalysts for the counterculture movement?
13. Why was the Peace Corps created and how its role has evolved over time?
14. What were the causes and consequences of the Chinese and Cuban Revolutions?

15. How would you relate the changing role of women in the labor force to changes in family structure?

**Anchor Text**

*The Enduring Vision: A History of the American People* Boyer, Clark, et al. Seventh Edition. Wadsworth Cengage Learning 2011  
ISBN-13: 978-0-495-80239-6

**Informational Texts / Primary Sources**

**News Articles**

- Article – 1956 “The Roads that Changed America”  
<http://www.thefreelibrary.com/1956%3A+the+roads+that+changed+America%3A+suburbia,+shopping+malls,+fast...-a0155237893>
- [www.pcti.tec.nj.us](http://www.pcti.tec.nj.us) (Blackboard-USII) Scholastic/US History Articles: Coming to America/Destination: America/ Ellis Island: The End of an Era/Irish Immigrants and the Rise of Tammany Hall.
- Article – “Kent State forever linked with Vietnam War era” – CNN article  
<http://www.cnn.com/SPECIALS/views/y/2000/04/tuchman.kentstate.may4/>
- Article - The New York Times Upfront, Vol.143, Jan.10,2011 “1961-Freedom Riders”
- Essay “Media Have Made Traditional Values the Counterculture” -Dec. 1, 2011  
<http://cnsnews.com/blog/dan-gainor/media-have-made-traditional-values-counterculture>
- Article-“Fighting the Red Menace” - Fighting the 'Red Menace' Fearing Communism's spread from overseas, the U.S. government waged a decades-long battle at home. By Sean Price, New York Times Upfront - October 13, 2003  
<http://www.thefreelibrary.com/Fighting+the+'Red+Menace'%3A+fearing+Communism's+spread+from+overseas....-a0110113983>
- Article -Employment Non-Discrimination Act – PBS  
[http://www.pbs.org/newshour/bb/nation-july-dec13-enda\\_11-05/](http://www.pbs.org/newshour/bb/nation-july-dec13-enda_11-05/)
- Article: Atomic Apology? US to send First Delegation to Hiroshima A-Bomb memorial-Aug. 4, 2010 \_FOX News  
<http://www.foxnews.com/world/2010/08/04/atomic-apology-send-delegation-hiroshima-bomb-memorial/?test=latestnews#content>

**Movies, Music, Documentaries, and Video Clips**

- Music - Dust Bowl Blues – Woody Guthrie <https://www.youtube.com/watch?v=dkAxuqrVNBM>
- MLK Jr. I Have a Dream Speech ([www.youtube.com](http://www.youtube.com) comparison)  
<https://www.youtube.com/watch?v=smEqnklfYs>
- Movie-A Force More Powerful-Nashville sit-ins-integration  
<http://www.teachwithmovies.org/guides/force-more-powerful.html>
- Music – The Little Old Sod Shanty Oh My Claim-Marc Williams

- <https://www.youtube.com/watch?v=yiftEk3JgX4>  
[http://www.bluegrassnet.com/lyrics/little-old-sod-shanty-on-my-claim#.U\\_\\_hNqN0xfM](http://www.bluegrassnet.com/lyrics/little-old-sod-shanty-on-my-claim#.U__hNqN0xfM)
- PBS Film about Freedom Riders  
<http://www.pbs.org/wgbh/americanexperience/freedomriders/watch>
- [www.discoveryeducation.com](http://www.discoveryeducation.com) Video-End of Senator Joseph McCarthy/Video – Civil Rights Act-7/2/64/ Video-Voices of the Civil Rights Movement/Video-Civil Rights Movement 20Century/ Video-Black History NJ: One of America’s Busiest Industrial States/Video-Major Cities
- Movie- “A Raisin in the Sun”(Effects of racism and discrimination and black family  
<http://plays.about.com/od/araisininthesun/a/raisinsummaryactonesceneone.htm>
- PBS film *The Murder of Emmett Till*  
<http://www.pbs.org/wgbh/amex/till/filmmore/index.html>  
[http://www.pbs.org/wgbh/amex/till/filmmore/ps\\_reactions.html](http://www.pbs.org/wgbh/amex/till/filmmore/ps_reactions.html)  
<http://www.pbs.org/wgbh/amex/till/filmmore/ps.html>
- Music – “Why Am I Treated so Bad?” – Staple Singers  
<https://www.youtube.com/watch?v=IA8tX0PNgss>  
<http://www.metrolyrics.com/why-am-i-treated-so-bad-lyrics-mavis-staples.html>
- Movie-10 Days to Change America  
 Chapter about the murder of civil rights workers James Chaney, Andrew Goodman, and Michael Schwerner
- PBS Film: The West - Lakota Accounts of the Massacre at Wounded Knee  
<http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm>
- PBS Film: AMERICAN EXPERIENCE focuses on the 1968 My Lai massacre

#### Maps

- Maps – <http://www.census.gov>

#### Short Texts

#### Primary Sources

- Primary source - “I Have in My Hand a List...”  
 “Enemies from Within”: Senator Joseph R. McCarthy’s Accusations of Disloyalty  
<http://historymatters.gmu.edu/d/6456>
- Primary sources regarding McCarthyism  
[http://eisenhower.archives.gov/research/online\\_documents/mccarthyism.html](http://eisenhower.archives.gov/research/online_documents/mccarthyism.html)
- Executive Order 9981: Desegregation of the Armed Forces (1948)  
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-exorder/>
- Primary documents: Documents Related to Brown v. Board of Education  
<http://www.archives.gov/education/lessons/brown-v-board/>

- Civil Rights Act (1964)  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=97>
- Voting Rights Act  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=100&page=transcript>
- Title IX and Sex Discrimination  
[http://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)
- Title VII  
<http://www.eeoc.gov/laws/statutes/titlevii.cfm>
- NAACP photographs and primary documents  
[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/teacher_guide.pdf)
- I Have a Dream Speech (doc.)  
<http://teachingamericanhistory.org/library/document/i-have-a-dream-speech/>
- Universal Declaration of Human Rights  
<http://www.un.org/en/documents/udhr/>
- Founding Documents of the Peace Corps  
<http://www.archives.gov/education/lessons/peace-corps/>
- Industrialization and Urbanization primary sources  
<http://chnm.gmu.edu/mcpstah/resources/online-resources/industrialization-and-urbanization>
- American Massacres-comparison-Wounded Knee 1890 to My Lai Massacre 1967  
Photographic Evidence Wounded Knee's massacre  
[http://www.fold3.com/page/1296\\_lakotathe\\_massacre\\_at\\_wounded\\_knee/stories/#3956/](http://www.fold3.com/page/1296_lakotathe_massacre_at_wounded_knee/stories/#3956/)  
Photographic Evidence of the Massacre at My Lai  
<http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/mylai-massacre-evidence/>
- NJ Constitution 1947  
<http://www.nj.gov/state/archives/docconst47.html>
- NJ Law's Against Discrimination  
<http://www.nj.gov/lps/dcr/library.html>
- Glencoe - Letter from a Birmingham Jail by MLK Jr. 1963 p. 936

#### **Political Cartoons**

- Red Scare  
<http://americainclass.org/sources/becomingmodern/divisions/text8/politicalcartoonsrs.pdf>
- Glencoe- Political Cartoons  
Thomas Nast –Activity 10  
Urban Corruption –Activity 12  
Nation of Immigrants – Activity 14

Industrialization and Urban Politics – Activity 13  
 Joseph McCarthy and the Red Scare – Activity 26  
 Big Stick Policy in the Western Hemisphere –Activity 18

**Landmark Supreme Court Cases/ Legislation**

- *Brown vs. Board of Education* - Chief Justice Earl Warren delivers the Supreme Court's landmark decision abolishing "separate but equal" schools in public education.  
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/eisenhower-brownvboard/>
- Blackboard-Supplemental Resources- USII  
 Stealing North: Richard Wright-Jim Crow, Plessy v. Ferguson, Ethical Issues, 14<sup>th</sup> A. Glencoe
- Glencoe  
 Supreme Court Case - Brown v. Board of Education (1954) Glencoe – pg. 962  
 Dred Scott v. Sanford (1857) pg. 962
- Supreme Court Case – Gibbons v. Ogden (1824) p. 963  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=24>
- Hedgepath and William v. Trenton B.O.E.  
<http://joss.pages.tcnj.edu/files/2013/04/2013-McLaughlin.pdf>
- Clean Water Act, Clean Air Act, Executive Order 10924, Creation of EPA, New Jersey Constitution 1947, NJ Supreme Court Cases Hedgepath and Williams v. Trenton Board of Ed, NJ Law against Discrimination 1945, Civil Rights Act 1964, Title VII and Title IX, Affirmation Action, Brown v. Bd. of Ed., Roe v. Wade, etc.

**Research Simulation Task**

RST-McCarthyism

<https://www.polk-fl.net/staff/teachers/tah/documents/TheFallofJosephMcCarthy.pdf>

<b>Suggested Time Frame:</b>	<b>8 weeks</b>
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<b>Content Area:</b>	United States History II Honors	<b>Grade:</b>	12
<b>Unit V Title:</b>	Contemporary America Domestic (1970-Today)		

## New Jersey Student Learning Standards for Social Studies

6.1.12.D.14.a Determine the relationship between the United States domestic and foreign policies

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e. art, food, music, and literature) and practices in shaping contemporary American culture

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations

6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region

6.1.12.S.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism

6.1.12.A.16.a Determine the impact of media and technology on world politics during the time period

11-12 WHST.2, 3, 4, & 9 Students will read primary sources about the 13th, 14th, and 15th Federal Amendments and write an expository essay about the effects of Reconstruction on the Southern states.

11-12 WHST.2, 3, & 9. Students will read Plessy v. Ferguson (1896) case found at [http://www.streetlaw.org/en/landmark/cases/plessy\\_v\\_ferguson#Tab=Decision](http://www.streetlaw.org/en/landmark/cases/plessy_v_ferguson#Tab=Decision). Students will answer the following questions based on their reading. What law did Homer Plessy violate? How did Plessy violate this law? How could Plessy's lawyer justify the claim that the "Separate Car Act" violates the Thirteenth and Fourteenth amendments? What were the arguments for "separate but equal" legislation? What were the arguments against this legislation? Does separate but equal imply inferiority?

11-12 WHST.2, 8, & 9. Students will gather and interpret relevant information from the chart titled "FEMA Declarations by Year and by Presidential Administration" (<http://www.heritage.org/multimedia/infographic/2012/10/fema-declarations-by-year-and-by-presidential-administration>). Based on their findings, students will compose an essay about the role of the Federal government on expenditures to state and relate those issues to environmental changes such as climate change.

11-12 WHST.2, 3, 4, & 8. Using Senator Alfred Beveridge's (R-Ind.) speech in congress about imperialism (<https://www.mtholyoke.edu/acad/intrel/ajb72.htm>) and Manifest Destiny – Cartoon "Columbia," the great American angel ([http://historyonthenet.com/American\\_West/manifestdestinypainting.htm](http://historyonthenet.com/American_West/manifestdestinypainting.htm)) students will evaluate: Is imperialism an extension of Manifest Destiny? How are Manifest Destiny and imperialism alike? How do the cartoon artists portray Native Americans, the islands of Puerto Rico, Cuba, and the Philippines? How do these documents portray issues related to Social Darwinism and racism? What were the motives of the artists when they created these cartoons?

11-12 WHST.2, 3, 4, & 6. During the late nineteenth century, US Imperialism had a great impact on many areas of the world. Students will explain the major factors that moved the United States to engage in imperialistic behavior. In what ways did those factors influence US foreign policy toward China and the Philippines? Describe the origins, developments, and consequences of

Aguinaldo's Rebellion in the Philippines and the Boxer Rebellion in China. Explain what actions the United States took to crush the rebellions in those countries. What arguments were used by individuals against imperialism? Was the economic and political power gained by the US as a result of their involvement worth it in the long term?

11-12 WHST.2, 3, 4, & 6. Consider the causes for American declaration of war against Spain in 1898, the outcome of the Spanish American War and its impact on the movement for Cuban independence. Describe the major objectives of the Platt Amendment and how it benefited businesses. In what way are the Platt Amendment, US economic control of Cuba before the war, and US support for corrupt dictators from 1902-1959 connected to the emergence of Castro in Cuba in 1959.

11-12WHST.5 &.6 Write an essay discussing the reasons for and reaction of the United States to the Soviet invasion of Afghanistan (on blackboard or Google plus) interpreting the following primary sources; The Brezhnev Doctrine ( <http://www.fordham.edu/halsall/mod/1968brezhnev.asp>) and President Carter's Address to the Nation on the Soviet Invasion of Afghanistan (<http://www.presidency.ucsb.edu/ws/?pid=32911>) .

11-12 WHST.2, 3, 4, 6, & 7. Research cartoons that depict the conflict that emerged after WWII between the Soviet Union and the United States. Based on those cartoons and your historical knowledge, define the Cold War, describing some of the major conflicts during this era and reasons the US and Soviet Union developed animosity against each other. According to the cartoons, what weapons are these two nations using against each other? Finally, compare and contrast the political and economic ideology of the United States and the Soviet Union during the Cold War.

11-12 WHST. 4 & 8. Students will view appropriate segments of the film "Hotel Rwanda"(Age: 14+; MPAA Rating -- PG-13 for violence, disturbing images and brief strong language; Drama; 2004; 121 minutes.; Color) and thereafter write an essay answering the following question: Should the U.S. have taken the lead in getting the international community to intervene to stop the Rwandan genocide?

11-12 WHST. 4 & 9. Students will read the article titled "FAA Selects Six Sites for Unmanned Aircraft Research" (<http://www.faa.gov/news/updates/?newsId=75399>). Students will write a reaction essay about the economic impact of NJ to being selected as one of the six unmanned aircraft systems (UAS) research and test site operators across the country.

11-12 WHST. 3, 4, 5, & 9. Students will read the following primary sources from the United States Constitution dealing with the war powers: Article II, Section 2 of the Constitution – which refers to the president as the "Commander in Chief of the Army and Navy of the United States"; <http://www.annenbergclassroom.org/pages.aspx?name=article-ii-section-2&AspxAutoDetectCookieSupport=1> Article I Section 8 of the Constitution – which provides Congress the power "To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water" - <http://www.annenbergclassroom.org/page/article-i-section-8>; Richard Nixon failed veto of the War Powers Resolution - <http://www.presidency.ucsb.edu/ws/?pid=4021>; The War Powers Resolution of 1973 – Federal Law - [http://avalon.law.yale.edu/20th\\_century/warpower.asp](http://avalon.law.yale.edu/20th_century/warpower.asp) Considering the foregoing, students will write a brief essay detailing the causes and the effects of the War Powers Act and the reasons President Nixon would have wanted to veto such a bill.

11-12 WHST. 3, 4, 5, & 9. Students will follow links to read sources related to Camp David Accords: THE CAMP DAVID ACCORDS: The Framework for Peace in the Middle East - [https://www.jewishvirtuallibrary.org/jsource/Peace/camp\\_david\\_accords.html](https://www.jewishvirtuallibrary.org/jsource/Peace/camp_david_accords.html); Camp David Negotiations: - Exchange of Letters Regarding Framework for Middle East Peace <https://www.jewishvirtuallibrary.org/jsource/Peace/cdlets.html>; Based on the documents above students should create an informative news report that reflects knowledge and understanding of the Camp David Accords.

11-12 WHST. 4 & 9. Students should read the article “Atlantic City property owner fights eminent domain case”; ([http://www.nj.com/atlantic/index.ssf/2014/05/atlantic\\_city\\_ eminent\\_domain.html](http://www.nj.com/atlantic/index.ssf/2014/05/atlantic_city_ eminent_domain.html)). Summarize the key points of the article in your own words, and then write a reaction essay taking a side explaining the reasons why you support the individual or the state concerning the issue of eminent domain in that particular case.

### Essential Questions

1. How has the relationship between the federal, state, and local governments evolved relating to socioeconomic and political issues?
2. How does globalization affect the daily lives of Americans?
3. How has terrorism changed the interaction between countries?
4. What roles has religion played in shaping American and global culture, public opinion, global conflict, and political decisions?
5. What were the factors that led to the fall of communism in Eastern Europe and the Soviet Union and what were the global effects?
6. How effective has the relationship been between the United States and world organizations to fight socioeconomic and political problems in the world?
7. How are the emerging technologies shaping current socioeconomic and political arrangements in the world?
8. How has manufacturing, service, science and technology advanced socioeconomic development in the state of New Jersey?
9. What were the Constitutional issues involving war powers, as they relate to the United States military intervention in the Korean War, Vietnam War and other conflicts?
10. How has the Arab/Israeli conflict influenced American foreign policy?
11. How did governmental policies, such as eminent domain, balance the rights of individuals against the needs of the general public?
12. How is America today different from 1900? How has our view of government changed during this last century?
13. What is the effectiveness of the United States’ checks and balances system in contemporary contexts?
14. What are the reasons for terrorism, analyze the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism?
15. What is the relationship between United States domestic and foreign policies?

### Anchor Text

*The Enduring Vision: A History of the American People* Boyer, Clark, et al. Seventh Edition. Wadsworth Cengage Learning 2011  
ISBN-13: 978-0-495-80239-6

### Informational Texts

### News Articles

- NY Times article  
The Brezhnev Doctrine, 1968/Broad doctrine to justify the Soviet's military intervention in Afghanistan in 1979.  
<http://www.fordham.edu/halsall/mod/1968brezhnev.asp>
- “They Just Stood Watching” Sudan: Darfur Genocide  
[http://www.foreignpolicy.com/articles/2014/04/07/special\\_report\\_darfur\\_united\\_nations\\_peacekeeping\\_investigation](http://www.foreignpolicy.com/articles/2014/04/07/special_report_darfur_united_nations_peacekeeping_investigation)
- F.A.A. picks NJ as one site to carry out drone tests  
<http://www.faa.gov/news/updates/?newsId=75399>
- “White House Defends Continuing U.S. Role in Libya Operation” – New York Times - June 15, 2011  
<http://www.nytimes.com/2011/06/16/us/politics/16powers.html?pagewanted=all>
- “Eminent domain may find new use to salvage urban homes”  
[http://www.nj.com/business/index.ssf/2013/07/eminant\\_domain\\_may\\_find\\_new\\_us.html](http://www.nj.com/business/index.ssf/2013/07/eminant_domain_may_find_new_us.html)

#### **Movies, Music, Documentaries, and Video Clips**

- Video - Soviet President Mikhail Gorbachev Resignation Speech  
<http://www.youtube.com/watch?v=l-Fh-IyNmo>
- Video: CNN Cold War: Backyard – US relations in Latin America during the Cold War (Central America/Latin America)  
<http://www.youtube.com/watch?v=0jAmCfsos9Y>
- Video: President Bill Clinton - Statement on Kosovo Intervention  
<http://www.youtube.com/watch?v=rusF4OJzGbo>
- Video: President Obama's Full Speech on the U.S. Mission in Libya  
<http://www.youtube.com/watch?v=hUXEiwJiKj4>
- PBS Frontline “Looking for Answers”- this PBS film contains primary interviews with Egyptian, American, and other officials that reflect on the September 11, 2001 terrorist attack.  
<http://www.pbs.org/wgbh/pages/frontline/shows/terrorism/interviews/>
- Somalia: Ambush Mogadishu – Frontline documentary <http://www.pbs.org/wgbh/pages/frontline/shows/ambush/>  
<http://www.pbs.org/wgbh/pages/frontline/shows/ambush/interviews/>
- Video: War Powers Resolution in Libya: US member of the House of Representatives – (D) Kucinich talks about bipartisan lawsuit against President Obama regarding his use of war powers in Libya <http://www.c-span.org/video/?c4159649/war-powers-resolution-libya>

#### **Maps**

- Maps of the Cold War  
<http://users.erols.com/mwhite28/coldwar1.htm>
- <http://mappinghistory.uoregon.edu/english/EU/EU03-01.html>

#### **Short Texts**

## Primary Sources

- Reconstruction era/13th, 14<sup>th</sup>, and 15th Amendments  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html)
- Civil Rights Acts 1866, 70, 71,75  
<http://www.arch.ksu.edu/jwkplan/law/civil%20rights%20acts%20of%201866.%201870.%201871.%201875.htm>
- *Plessy v. Ferguson*, 163 U.S. 537 (1896) Judge Harlan's dissent  
<http://chnm.gmu.edu/courses/nclc375/harlan.html>
- FEMA Declarations by Year and by Presidential Administration  
<http://www.heritage.org/multimedia/infographic/2012/10/fema-declarations-by-year-and-by-presidential-administration>
- Senator Alfred Beveridge (R-Indiana) Imperialism/Manifest Destiny/Social Darwinism/*From a speech in Congress*  
<https://www.mtholyoke.edu/acad/intrel/ajb72.htm>
- Manifest Destiny, Continued: McKinley Defends U.S. Expansionism  
<http://historymatters.gmu.edu/d/5575/>
- *The Arab Israeli conflict Primary documents*  
<https://www.mtholyoke.edu/acad/intrel/me.htm>
- Fundamentalism and Domestic Terrorist attack - Alfred P. Murrah Federal Building in Oklahoma City, Oklahoma - President Clinton's speech - April 23, 1995  
<http://www.history.com/topics/oklahoma-city-bombing/speeches>
- President Carter's Address to the Nation on the Soviet Invasion of Afghanistan -*January 4, 1980*  
<http://www.presidency.ucsb.edu/ws/?pid=32911>
- "The Democratization of World Politics" By MIKHAIL GORBACHEV, General Secretary of the Central Committee of the Communist Party of the Soviet Union - Delivered to Yugoslavia's Federal Assembly, Belgrade, Yugoslavia, March 16, 1988  
[http://highered.mcgraw-hill.com/olc/dl/35276/12\\_7\\_gorbachev.html](http://highered.mcgraw-hill.com/olc/dl/35276/12_7_gorbachev.html)
- John Paul II and the Fall of Communism (PBS Documentary)- Interview with Washington Post journalist Roberto Suro about the role of the Pope and the collapse of communism  
<http://www.pbs.org/wgbh/pages/frontline/shows/pope/interviews/suro.html>
- Perestroika and Glasnost  
"The Last Heir of Lenin Explains His Reform Plans: Perestroika and Glasnost" (1986) Mikhail Gorbachev  
<http://college.cengage.com/history/west/resources/students/primary/perestroika.htm>
- Article II, Section 2 of the Constitution – which refers to the president as the "Commander in Chief of the Army and Navy of the United States"  
<http://www.annenbergclassroom.org/pages.aspx?name=article-ii-section-2&AspxAutoDetectCookieSupport=1>
- Article I Section 8 of the Constitution – which provides Congress the power "To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water"  
<http://www.annenbergclassroom.org/page/article-i-section-8>

- Truman's Administration justified the strike against Korea stating the United Nations Security Council's resolution to "furnish such assistance to the Republic of Korea as may be necessary to repeal the armed attack and to restore international peace and security in the area."  
Resolution 83 (1950) of 27 June 1950  
<http://www.refworld.org/cgi-bin/texis/vtx/rwmain?docid=3b00f20a2c>
- "Truman Orders U.S. Air, Navy Units To Fight In Aid Of Korea; U.N. Council Supports Him; Our Fliers In Action; Fleet Guards Formosa"  
<http://www.nytimes.com/learning/general/onthisday/big/0627.html>
- Resolution of Congress (H.J. RES 1145) dated August 7, 1964, gave President Lyndon Johnson authority to increase U.S. involvement in the war between North and South Vietnam (Tonkin Gulf Resolution)  
[http://www.ourdocuments.gov/doc\\_large\\_image.php?doc=98](http://www.ourdocuments.gov/doc_large_image.php?doc=98)
- Richard Nixon failed veto of the War Powers Resolution  
<http://www.presidency.ucsb.edu/ws/?pid=4021>
- The War Powers Resolution of 1973 – Federal Law  
[http://avalon.law.yale.edu/20th\\_century/warpower.asp](http://avalon.law.yale.edu/20th_century/warpower.asp)
- CONGRESSIONAL AUTHORIZATION FOR USE OF MILITARY FORCE AGAINST IRAQ RESOLUTION OF 2002  
<http://www.gpo.gov/fdsys/pkg/PLAW-107publ243/html/PLAW-107publ243.htm>
- Harry Truman's Library - collection focuses on the recognition of the State of Israel. It includes 87 documents totaling 351 pages, 32 photographs, and a chronology of events spanning 1939-1949.  
[http://www.trumanlibrary.org/whistlestop/study\\_collections/israel/large/index.php?action=docs](http://www.trumanlibrary.org/whistlestop/study_collections/israel/large/index.php?action=docs)
- Camp David Accords - "Invitation Letter from President Carter to Prime Minister Begin"  
<https://www.jewishvirtuallibrary.org/jsource/Peace/cdininvite.html>
- THE CAMP DAVID ACCORDS:  
The Framework for Peace in the Middle East  
[https://www.jewishvirtuallibrary.org/jsource/Peace/camp\\_david\\_accords.html](https://www.jewishvirtuallibrary.org/jsource/Peace/camp_david_accords.html)
- Camp David Negotiations:  
Exchange of Letters Regarding Framework for Middle East Peace  
<https://www.jewishvirtuallibrary.org/jsource/Peace/cdlets.html>
- Oslo Accord - Declaration of Principles on Interim Self-Government Arrangements September 13, 1993  
[http://www.usip.org/sites/default/files/file/resources/collections/peace\\_agreements/oslo\\_09131993.pdf](http://www.usip.org/sites/default/files/file/resources/collections/peace_agreements/oslo_09131993.pdf)
- President Bush's Speech at Annapolis - November 27, 2007  
[http://www.usip.org/sites/default/files/file/resources/collections/peace\\_agreements/bush\\_annapolis.pdf](http://www.usip.org/sites/default/files/file/resources/collections/peace_agreements/bush_annapolis.pdf)
- "Suffrage and Temperance: Differing Perspectives"  
[http://centuryofaction.org/index.php/main\\_site/document\\_project/suffrage\\_and\\_temperance\\_differing\\_perspectives](http://centuryofaction.org/index.php/main_site/document_project/suffrage_and_temperance_differing_perspectives)
- "The US and the Genocide in Rwanda 1994 Evidence of Inaction"  
<http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/index.html>

### Political Cartoons

- Manifest Destiny – Cartoon "Columbia," the great American angel  
[http://historyonthenet.com/American\\_West/manifestdestinypainting.htm](http://historyonthenet.com/American_West/manifestdestinypainting.htm)
- Cartoon/ [Gorbachev beholds a crushed hammer and sickle], 1991  
[http://aam.govst.edu/projects/mklx/images/loc\\_Images/Shattered%20Hammer%20and%20Sickle.jpg](http://aam.govst.edu/projects/mklx/images/loc_Images/Shattered%20Hammer%20and%20Sickle.jpg)

### Landmark Supreme Court Case and other legal matters

- Roe V. Wade/ Abortion Supreme Court Ruling 1973/Mr. JUSTICE BLACKMUN delivered the opinion of the Court.  
[http://faculty.washington.edu/qtaylor/documents\\_us/roe\\_v\\_wade\\_1973.htm](http://faculty.washington.edu/qtaylor/documents_us/roe_v_wade_1973.htm)
- “Supreme Court upholds legislative prayer at council meetings”  
Justice Anthony M. Kennedy [wrote for the court’s conservative majority](http://www.supremecourt.gov/opinions/13pdf/12-696_4f57.pdf)  
[http://www.supremecourt.gov/opinions/13pdf/12-696\\_4f57.pdf](http://www.supremecourt.gov/opinions/13pdf/12-696_4f57.pdf)
- Federal case decided by the Supreme Court of the United States: Kelo v. City of New London (2005) related to eminent domain.  
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=000&invol=04-108>
- **Casino Reinvestment Development Authority v. Charles and Lucinda Birnbaum et al.**  
Atlantic City Eminent Domain - <http://www.ij.org/atlantic-city-eminant-domain>  
[Brief in Opposition to the Condemnation](http://www.ij.org/atlantic-city-eminant-domain/briefs/Signed_Brief_in_Response_to_Order_to_Show_Cause.pdf) (May 8, 2014)  
[http://www.ij.org/atlantic-city-eminant-domain/briefs/Signed\\_Brief\\_in\\_Response\\_to\\_Order\\_to\\_Show\\_Cause.pdf](http://www.ij.org/atlantic-city-eminant-domain/briefs/Signed_Brief_in_Response_to_Order_to_Show_Cause.pdf)
- Of Law and Finance: *Breaking the Mortgage Debt Impasse: Municipal Condemnation Proceedings and Public/Private Partnerships for Mortgage Loan Modification, Value Preservation, and Local Economic Recovery* – Robert Hockett (law professor at Cornell University)  
<http://www.lawschool.cornell.edu/spotlights/upload/Memorandum-of-Law-and-Finance-21-April-Municipal-Plan.pdf>
- Supreme Court ruling related to Arizona’s immigration law [http://www.nytimes.com/interactive/2012/06/26/us/scotus-immigrationlaw.html?\\_r=0](http://www.nytimes.com/interactive/2012/06/26/us/scotus-immigrationlaw.html?_r=0)

### Web Sources

- UN’s report “Extrajudicial, summary or arbitrary executions” - “The study has been submitted to UN general assembly by Christof Heyns, a South African law professor who is the organization’s special rapporteur on extra-judicial, summary or arbitrary executions.”  
[http://justsecurity.org/wp-content/uploads/2013/10/UN-Special-Rapporteur-Extrajudicial-Christof-Heyns-Report-Drones.pdf?utm\\_source=Press+mailing+list&utm\\_campaign=6de0426c90-2013\\_10\\_17\\_Heyns\\_drones\\_report\\_UN&utm\\_medium=email&utm\\_term=0\\_022da08134-6de0426c90-286021377](http://justsecurity.org/wp-content/uploads/2013/10/UN-Special-Rapporteur-Extrajudicial-Christof-Heyns-Report-Drones.pdf?utm_source=Press+mailing+list&utm_campaign=6de0426c90-2013_10_17_Heyns_drones_report_UN&utm_medium=email&utm_term=0_022da08134-6de0426c90-286021377)
- NJ Department of Labor data  
<http://lwd.dol.state.nj.us/labor/lpa/pub/lmv/cluster%20handout.pdf>
- Financial Services in NJ counties:

[http://www.choosenj.com/getattachment/Top-Industries/Financial-Services/NJ\\_Financial\\_Services.pdf.aspx](http://www.choosenj.com/getattachment/Top-Industries/Financial-Services/NJ_Financial_Services.pdf.aspx)

#### **Research Simulation Task**

- “How did the Cold War Begin and what weapons were used to fight it?”

<http://www.studentsfriend.com/aids/joel/5%20Cold%20War%20and%20Space%20Age/primary%20sources/Cold%20War%20DBQ%20Guiding%20Questions.pdf>

**Suggested Time Frame:**

4 weeks

### **III. Instructional Strategies Based on Instructional Goals ( Applying Universal Design for Learning)**

- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Lecture and discussion format
- Modeling for Free Response Questions (RST Analysis)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions

- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Debating about controversial topics
- Note taking/note making
- Drafting/writing

#### IV. Scope and Sequence

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I= Introduced

D= Developed in Depth

R= Reinforced

Skill to be Learned	9th	10th	11th	12th
Assessing the impact of rapid urbanization on the environment and on the quality of life in cities.	N/A	N/A	N/A	IDR
Comparing and contrasting the economic development of the North, South, and West in the post-Civil War period.	N/A	N/A	N/A	IDR
Evaluating how events led to the creation of labor and agricultural organizations that protect the rights of workers.	N/A	N/A	N/A	IDR
Relating varying immigrants' experiences to gender, race, ethnicity, or occupation	N/A	N/A	N/A	IDR
Evaluating the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	N/A	N/A	N/A	IDR

Evaluating the ways in which women organized to promote government policies designed to address injustice, inequality, workplace safety, and immorality.	N/A	N/A	N/A	IDR
Relating the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions	N/A	N/A	N/A	IDR
Comparing and contrasting the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.	N/A	N/A	N/A	IDR
Analyzing the reasons for the policy of neutrality regarding World War I and II, and explain why the United States eventually entered the war.	N/A	N/A	N/A	IDR
Evaluating the factors that contributed to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.	N/A	N/A	N/A	IDR
Analyzing the causes of the Great Migration and why it led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	N/A	N/A	N/A	IDR
Assessing the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	N/A	N/A	N/A	IDR
Analyzing how the actions and policies of the United States government contributed to the Great Depression.	N/A	N/A	N/A	IDR
Analyzing the decision to use the atomic bomb and the consequences of doing so.	N/A	N/A	N/A	IDR
Assessing the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	N/A	N/A	N/A	IDR
Comparing the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust	N/A	N/A	N/A	IDR
Explaining how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	N/A	N/A	N/A	IDR
Analyzing ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	N/A	N/A	N/A	IDR
Comparing and contrasting American public support of the government and military during the Vietnam War with that of other conflicts	N/A	N/A	N/A	IDR

Analyzing the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.	N/A	N/A	N/A	IDR
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## V. Course Textbooks and Resources

*The Enduring Vision: A History of the American People* Boyer, Clark, et al. Seventh Edition. Wadsworth Cengage Learning 2011  
ISBN-13: 978-0-495-80239-6

Additional readings and current event articles will be distributed to supplement material discussed in class.

- Google Classroom
- Canvas
- My Access
- Computers/Laptops
- Microsoft Office Programs (Word, PowerPoint, Publisher, Excel)
- Online Library Catalog (OPAC)
- Online Library Databases
- Online Texts Readings and exercises from the approved text(s) and related supplemental materials
- Cooperative learning techniques
- Teacher generated handouts
- Lecture in conjunction with class discussion and notes
- Primary and secondary sources (DBQs) (RSTs)
- Multimedia presentations (PowerPoint, Prezi, et al)
- Annotating Skills: <http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text-pdf>
- Project Based Learning: <http://pbl-online.org>
- Map Skills: <http://www.learnnc.org/lp/editions/mapping/6439>
- Plagiarism: <http://www.wlc.edu/uploadedfiles/success/annotatednotes.pdf>
  - <https://owl.english.purdue.edu/owl/>

## **VI. Student Handout and Methods of Evaluation**

### **Course Overview:**

This course provides students with a comprehensive analysis of United States History. It is designed to provide students with content, practical knowledge of U.S. History, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for future educational endeavors and beyond.

During the course students will analyze and examine the political, economic, social and religious issues that molded this nation from the emergence of modern America and all its reforms to the present. Students will examine the growth and development of the United States from the post-Civil War era into the twenty-first century. They will investigate the origins and development of various concepts, themes, and issues that Americans faced, such as political reforms and social movements.

Students will learn and practice critical thinking, synthesizing and analyzing skills to discover that while the American experiment has been a great success, the people and leaders of the United States have not always been ethical nor have they fully acted in a manner intended by the founding fathers. A course goal is to relate such lessons to current events and to students' own lives in order to teach that one much learn from history the true essence of the human experience. Further skill building to help students in future academic endeavors and beyond will come through the use of maps, charts, time lines and other visual aids along with practice in creating power points, outlining, and essay writing. Key political concepts, ideas, policies, etc. and other texts and visual aids will help garner an understanding for students the relationships and interactions.

This course is taught with a student centered approach. The methodologies used to teach the course include: lecture, modeling for assessment, current event analysis, group projects, and student presentations, watching and responding to media, debates, and case studies.

## Proficiencies:

Upon completion of this course's requirements, the students will be able to:

Commented [FY1]:

1. List the factors that led the United States toward imperialism.
2. Describe the causes and effects of the Spanish-American War.
3. Explain Progressivism including its causes and effects.
4. Describe early 20th century American foreign policy.
5. List and explain the direct and indirect causes of World War I.
6. Examine the technology and military strategies that were developed during World War I.
7. Evaluate the major socioeconomic, political, and cultural changes of the 1920s.
8. Explain the causes of the Great Depression.
9. Analyze the impact of the Depression and New Deal on various groups within America.
10. Analyze the role of propaganda as used by various countries to promote hate and to manipulate the masses.
11. Compare the treatment of Japanese Americans to other minority or "suspect" groups within the United States during World War II.
12. Identify and explain attitudes and behaviors that lead to genocide.
13. Evaluate the role of mass media and propaganda on both sides in World War II.
14. Assess the effectiveness of the Nuremberg War Crimes Tribunal.
15. Analyze Truman's Cold War policies, such as the Truman Doctrine and the Marshall Plan, to contain communism from the perspective of various historians.
16. Outline the organization of the United Nations and evaluate its purpose and impact on world events.
17. List the major causes of the Korean conflict.
18. Explain the major historical, economic, political, and social causes of Fidel Castro's Cuban Revolution of 1959 and its impact on U.S.-Cuban relations.
19. Understand the fundamental democratic principles behind the civil rights movement and the consequences to individuals of that movement.
20. Distinguish the difference between human rights and civil rights.
21. Evaluate the development and efforts of the Women's Movement as the role of women changed during the 1960s.
22. Describe the major domestic and international political, economic and social accomplishments and problems of the Kennedy, Johnson, Nixon, Ford, Carter, Reagan, G.H.W. Bush, Clinton, G.W. Bush and Obama administrations.
23. Examine the War on Terrorism and its domestic and international impact.