

MULTICULTURAL WORLD HISTORY

Quarter 3 Unifying Concept: Transitions Topic: Rise and Decline of Empires and Changes to the Status Quo Unit Name: Age of Exploration: “The Power Grab” PO cluster(s): 5 of 11						
Big Ideas/Enduring Understandings Students will understand that: <ul style="list-style-type: none"> The Age of Exploration led to competition for power and resources; which changed the society, cultures and way-of-life of many civilizations and people of the world e.g. Africa and Mesoamerica. The Slave Trade led to an African Diaspora. The cultural, social, demographic effects of the Columbian Exchange had on the Native populations in the Americas. In the 15th century, Europeans began to explore the world which led Portugal, Spain, the Dutch Republic, and England reached new economic heights through worldwide trade. 				Essential Question(s) <ol style="list-style-type: none"> How did European expansion and the slave trade affect the people of Africa culturally, socially, politically, economically? How did the Europeans change Mesoamerica culturally, politically, socially, economically? How did the Age of Exploration change the world? In what ways did European nations prosper through exploration in the fifteenth century? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
<u>Strand 2 Concept 5 PO1</u> Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration. <i>Strand 2 Concept 2 PO2</i>	RHST 7 Integrate quantitative or technical analysis (charts, data)	Religious, cultural, social and political interactions among civilizations that resulted from early exploration. Culture, Religion, Politics in Africa and Mesoamerica before and after the Columbian Exchange. Trade of people, plants, and animals between Africa, Europe and the New World resulted in a	<u>Describe</u> the religious, cultural, social and political interactions among civilizations that resulted from early exploration. <u>Analyze</u> the changes to Africa and Mesoamerica brought by the Columbian Exchange. <u>Explain</u> how the Age of Exploration led to the idea of a global economy.	Columbian Exchange Conquistadors Mercantilism Middle Passage Colony Triangle Trade Spice Trade Encomienda/Hacienda African Diaspora	Primary sources on middle passage Columbian Exchange Harkness Discussion. Before and After Columbian Exchange: Empire Profile. Inca, Aztecs, Kingdom of Kongo, Benin.	Explorer Project – Research an explorer, put together a presentation for funding for their expedition.

<p>Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p> <p><i>Strand 2 Concept 3 PO3</i> Compare the development of empires (e.g., Roman, Han, Mali, Incan/Incan, and Ottoman) throughout the world.</p> <p><i>Strand 2 Concept 1: PO1-PO7</i></p>		<p>global economy.</p> <p>The development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p> <p>The development of the “gunpowder empires”.</p> <p>The development of empires throughout the world.</p>	<p>[Analyze] <u>Describe</u> the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p> <p><u>Contrast</u> the development of the Manchu, Mughal, Russian, and Ottoman Empire (e.g., religion, culture, language, and governmental structure).</p> <p><u>Compare</u> the development of empires throughout the world.</p>		<p>Multimedia project on the African Diaspora: art, music, poetry.</p> <p>Tourist Pamphlet advertising life in one of the empires during this time period.</p> <p>Medical autopsy on the Gunpowder Empires reviewing the internal and external causes of decline</p>	
--	--	--	---	--	--	--

RESOURCES

Columbus’ Journals
 Ballad of Magellan Animaniacs
 TedEd “Slavery”
 Crash Course World History: Columbus, De Gama, Zheng He 15th Century Mariners, Columbian Exchange, The Atlantic Slave Trade, The Spanish Empire: Silver and Runaway Inflation.
 Journals from Slave Ships: <http://discoveringbristol.org.uk/slavery/routes/from-africa-to-america/ship-journals/>
 Visual Record of Slave Trade and Slave life: <http://hitchcock.itc.virginia.edu/Slavery/index.php>

CURRICULUM MAP TEMPLATE

Quarter 3 Unifying Concept: Transformation Topic: Global Connections and Revolutions						
Unit Name: Age of Revolution PO cluster(s): 6 of 11						
Big Ideas/Enduring Understandings Students will understand that: <ul style="list-style-type: none"> The Scientific Revolution gave Europeans a new way to view humankind's place in the universe while Enlightenment beliefs and thoughts impacted the politics, art, music, and literature of Europe in the 18th century. The effects of Revolutions (eg. French, Latin, Haitian, and American) changed Europe politically and socially. The role of women during the Scientific Revolution and Enlightenment. 				Essential Question(s) <ol style="list-style-type: none"> How did scientific discoveries change people's attitudes towards natural events, social problems, and religious faith? How did Enlightenment effect European government? How did women play a part of the Scientific Revolution and Enlightenment? How did revolutions change Europe and the world? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
<u>Strand 2 Concept 6 PO2</u> Explain how new ideas (i.e., Heliocentric, Scientific Method, Newton's Laws) changed the way people understood the world. <i>Strand 2 Concept 6 PO3</i> Explain how Enlightenment	RHST 7 Integrate quantitative and technical analysis RHST 9 Compare and contrast treatment of the same topic in primary and secondary sources	New ideas changed the way people understood the word. The impact of the Scientific Revolution on people's view of nature, science, religion, and politics. The Enlightenment's influence on new social and political movements.	<u>Explain [Evaluate] how the ideas of the Scientific Revolution changed the way people understood the word.</u> <u>Describe</u> the effects of the Scientific Revolution on European culture, politics, and religion. <u>Explain [Analyze] how</u> Enlightenment ideas influenced political thought and social change e.g. Role of Government, Abolitionist	Natural rights Geocentric Scientific method Heliocentric Social Contract Separation of Powers Coup d'état Radicalism Abolitionists	Enlightenment and Scientific Revolution Speed Dating. Primary Source Analysis: Women of the Scientific Revolution and Enlightenment.	Students will pick a revolution and analyze its success and failures in an essay.

<p>ideas influenced political thought and social change.</p> <p><i>Strand 2 Concept 6 PO4</i> Analyze the developments of the French Revolution and rule of Napoleon.</p> <p><i>Strand 2 Concept 6 PO5</i> Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).</p> <p><i>Strand 2 Concept 1: PO1-PO7</i></p>		<p>The French Revolution and the rule of Napoleon.</p> <p>The causes and consequences of the Haitian Revolution.</p> <p>The revolutionary and independence movements in Latin America and Mexico.</p>	<p>Movement.</p> <p><u>Explain</u> the importance of Enlightenment ideas on political thought and social change (eg women’s rights).</p> <p>.</p> <p><u>Analyze</u> the social, cultural and political aspects of the French Revolution and the rule of Napoleon.</p> <p><u>Analyze</u> the role of Napoleon in spreading the idea of Nationalism through Europe.</p> <p><u>Analyze</u> causes and consequences of the Haitian Revolution.</p> <p><u>Explain</u> the revolutionary and independence movements in Latin America and Mexico.</p>		<p>Primary Source Analysis: Simon Bolivar “Jamaica Letter”, Declaration of the Rights of Man and Citizen, Declaration of Independence.</p> <p>Recipe for a Revolution (students in groups create a “recipe” for one of the revolutions).</p> <p>Flow Chart of the time period. Which events led to or were caused by other events?</p> <p>Before and After the Revolutions: what really changed?</p>	
--	--	---	--	--	--	--

RESOURCES

Simon Bolivar "Jamaica Letter"

U.S. Declaration of Independence

Declaration of Rights of Man and Citizen

BBC: "Addicted to Pleasure – Sugar"

PBS "Egalite for All: Toussaint Louverture and the Haitian Revolution"

Crash Course World History: American Revolution, French Revolution, Haitian Revolution, Latin American Revolution, Industrial Revolution, Capitalism and Socialism.

Crash Course World History Season Two: The Railroad Journey and the Industrial Revolution,

English translations of Olympe DeGouges works on feminism: <http://www.olympedegouges.eu/>

Mary Wollstonecraft, "Vindication of the Rights of Women" <http://www.bartleby.com/144/>

CURRICULUM MAP TEMPLATE

Quarter3 Unifying Concept: Transformation Topic: Global Connections and Revolutions						
Unit Name: Age of Imperialism PO cluster(s): 7 of 11						
Big Ideas/Enduring Understandings Students will understand that: <ul style="list-style-type: none"> • Cultural, social, technological changes of the Industrial Revolution. • How the Industrial Revolution leads to Imperialism. • The affect of Imperialism on Asia and Africa. • Relationship with the west: Japan versus China. 				Essential Question(s) <ol style="list-style-type: none"> 1. How did the Industrial Revolution change humanity? 2. In what ways do technological advances contribute to historical turning points? 3. What is the relationship between imperialism and oppression? 4. How did Japan and China change as a result of revolution and Western influence? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
<u>Strand 2 Concept 7 PO1</u> Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism. <i>Strand 2 Concept 6 PO6</i> Analyze the social, political, and	RHST 9 Compare and contrast treatment of the same topic in primary and secondary sources	The social, political, cultural and economic development and impact of the Industrial Revolution. The rationale for imperialism. The development of empires through the Scramble for Africa and Asia.	<u>Analyze</u> the social, political and economic development and impact of the Industrial Revolution. <u>Explain [Prioritize]</u> the rationale of imperialism. <u>Analyze</u> the effects of European and American colonialism and their colonies.	Entrepreneurs Socialism Unification Regime Proletariat Protectorate Indigenous Sepoy Nationalism Ottoman Empire Secularization Meiji Restoration	Urban Game – Simulation of change brought on by Industrial Revolution Poster advertising women’s suffrage. “How to Imperialize for Dummies” Book Project Compare/Contrast the political and cultural changes brought to China and Japan by Westerners.	Multiple Choice exam with short answer analysis questions.

<p>economic development and impact of the Industrial Revolution</p> <p><i>Strand 2 Concept 7 PO2</i> Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).</p> <p><i>Strand 2 Concept 7 PO3</i> Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, and Belgian).</p> <p><i>Strand 2 Concept 7 PO4</i> Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies,</p>		<p>The division of the world into Empires and spheres of influence during the 18th and 19th centuries.</p> <p>The affects of European and American colonialism on their colonies.</p> <p>The responses to imperialism.</p>	<p><u>Describe</u> the division of the world into Empires and spheres of influence during the 18th and 19th centuries. <u>Trace [Analyze]</u> the development of the British Empire around the world and its impact on locale culture, politics and environment.</p> <p><u>Analyze</u> the responses to imperialism.</p>		<p>Primary Source Analysis: Maps of Africa, before and after European Imperialism.</p> <p>Congo: A case study. Congo before and during Belgian rule.</p> <p>Primary source analysis: African Responses to Imperialism.</p> <p>India: A case study. India before and during British rule.</p>	
---	--	--	--	--	--	--

<p>creation of economic dependence, population relocation, cultural suppression).</p> <p><i>Strand 2 Concept 7 PO5</i> Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, and Zulu Wars) by people under colonial rule at the end of the 19th century.</p> <p><i>Strand 2 Concept 1: PO1-PO7</i></p>						
--	--	--	--	--	--	--

RESOURCES

Crash Course World History: Samurai, Daimyo, Mathew Perry and Nationalism. Imperialism.
 Crash Course World History Season Two: Asia responses to Imperialism
 Anthony Bourdain, Parts Unknown: Congo
 Adam Hochschild, King Leopold’s Ghost
 BBC Documentary: “White King, Red Rubber, Black Death”
 Documentary: King Leopold’s Ghost
 Primary Sources, maps of Africa: <http://library.stanford.edu/collections/maps-africa>
 BBC: “Addicted to Pleasure – Opium”
 Rudyard Kipling, “White Man’s Burden”

CURRICULUM MAP TEMPLATE

Quarter 4 Unifying Concept: Struggle Topic: Global Conflict and Modernization						
Unit Name: World at War						
PO cluster(s): 8 of 11						
Big Ideas/Enduring Understandings Students will understand: <ul style="list-style-type: none"> • Militarism, Nationalism, and a crisis in the Balkans led to World War I. • Peace settlements brought political and territorial changes to Europe and created bitterness and resentment in several nations. • Cultural, political, and social changes brought to the world by the end of WW1. 				Essential Question(s) <ol style="list-style-type: none"> 1. In what ways did the system of European nation-states help to lead to WWI? 2. How was World War One a world war? 3. As parallel events how did the Russian Revolution and WWI lead to great changes in the world? 4. How did WWI create a change in the role of women and the women’s rights movement? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
<u>Strand 2 Concept 8 PO3</u> Explain the end of World War I and its aftermath. <i>Strand 2 Concept 7 PO1</i> Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, and spread of European	RHST 6 Compare the point of view of 2 or more authors and how they treat similar topics RHST 8 assess the extent in which the reasoning and evidence in a text supports the authors claim	The end of WWI and its aftermath. Impact of Versailles. WWI was a world war.	<u>Explain [Analyze] the end of WWI and its aftermath.</u> <u>Describe</u> why the Russian population resented the Czar and eventually turned toward the Soviets and a Communist government. <u>Describe</u> how WW1 was a world war.	Mobilization Propaganda Bolsheviks Armistice Appeasement Communism Versailles Treaty Total war War of attrition Triple Alliance Triple Entente	WWI Cause and effect timeline. Role of women before, and during WW1. Motivations of the Russian people in supporting Communism. Primary source activity: Experience of Colonial Troops (Africans and Indians).	Versailles Simulation and response essay to “negotiations”.

<p>culture/religion) for imperialism.</p> <p><i>Strand 2 Concept 8 PO1</i> Examine the causes of World War I.</p> <p><i>Strand 2 Concept 8 PO2</i> Analyze the impact of the changing nature of warfare in World War I.</p> <p><i>Strand 2 Concept 1 PO1-PO7</i></p>		<p>The causes of WWI.</p> <p>The impact of the changing nature of warfare in WWI.</p>	<p><u>Examine</u> the causes of WWI.</p> <p><u>Analyze</u> the impact of the changing nature of warfare in WWI.</p>			
--	--	---	---	--	--	--

RESOURCES

Primary Sources, Experiences of Colonial Troops: <http://www.bl.uk/world-war-one/articles/colonial-troops>
 Crash Course Season One: Archdukes, Cynicism and WW1
 Crash Course Season Two: Who Started WW1? How did WW1 start?
 What did WW1 do for women? <http://www.bbc.co.uk/guides/z9bf9j6>
 Technological Advances of WW1: <http://mentalfloss.com/article/31882/12-technological-advancements-world-war-i>
 Primary Sources of the Russian Revolution: <http://spartacus-educational.com/RUSmarchR.htm>

CURRICULUM MAP TEMPLATE

Quarter 4 Unifying Concept: Struggle Topic: Global Conflict and Modernization Unit Name: World at War-World War II Era PO cluster(s): 9 of 11						
Big Ideas/Enduring Understandings Students will understand: <ul style="list-style-type: none"> The ambitions of Japan and Germany paved the way for the outbreak of World War II. How WWII was a global war. After 1929, a global economic depression weakens the Western democracies, which led to the rise of dictators formed quick responses to the global depression. 				Essential Question(s) <ol style="list-style-type: none"> How did the "Versailles Treaty" lead to WWII? How was WWII a global war? What was the global impact of the Great Depression? How did culture and society change after WWI? How can socio-economic inequalities contribute to conflict or cooperation? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
<u>Strand 2 Concept 8 PO4</u> Examine the period between World War I and World War II <i>Strand 2 Concept 8 PO3</i> Explain the end of World War I and its aftermath.	RHST 10 read and comprehend history, social studies text	<ul style="list-style-type: none"> Examine the period between World War I and World War II. Political, social, cultural aspects of WWII. <ul style="list-style-type: none"> The end of WWI and its aftermath. 	<u>Examine [Describe] the period between World War I and World War II.</u> Analyze the political, social and cultural aspects of WWII. <u>Analyze</u> the failure of the League of Nations in stopping Hitler and the Japanese from waging war. <u>Explain [Evaluate] the end of WWI and its aftermath.</u>	Aryan Genocide Guerilla tactics Blitzkrieg Maginot Line Anti-Semitism Collaborators Kamikaze	1900-1930 How did the world change Harkness Discussion. Tableau Photo Activity. Compare goals and outcomes of two of the following Revolutions: Mexico 1910, China 1911, and Russia 1917.	<i>Compare Contrast Essay: WWI and WWII</i>

<p><i>Strand 2 Concept 8 PO5</i> Analyze aspects of World War II.</p> <p><i>Strand 2 Concept 8 PO6</i> Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).</p> <p><i>Strand 2 Concept 1 PO1-PO7</i></p>		<ul style="list-style-type: none"> Genocide as a result of extreme nationalism in the 20th century. 	<p><u>Examine</u> genocide as a manifestation of extreme nationalism in the 20th century.</p> <p><u>Examine</u> the roots of genocide in the 20th century.</p>		<p>WWII Propaganda.</p> <p>Primary source activity: Experience of Colonial Troops (Africans and Indians).</p> <p>Causes of the Holocaust.</p>	
--	--	---	--	--	---	--

RESOURCES

Crash Course World History: World War II
 Crash Course World History Season Two: World War II, A War for Resources
 World War II: Primary Sources, <http://guides.lib.washington.edu/content.php?pid=90255&sid=687755>
 Holocaust Resources: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>
 Great Courses, Great Faculty: Dr. David Soren, University of Arizona, World Between Wars

CURRICULUM MAP TEMPLATE

Quarter 4 Unifying Concept: Struggle Topic: Global Conflict and Modernization						
Unit Name: World at War-Cold War						
PO cluster(s): 10 of 11						
Big Ideas/Enduring Understandings Students will understand: <ul style="list-style-type: none"> • New Conceptualizations of Global Economy, Society and Culture. • Shifting social and cultural structures in the west lead to upheaval and change; Postwar Western societies rebuilt their economies and communities • As the Cold War developed, most world nations were forced to support one of the two major powers , having a long lasting impact on global relations 				Essential Question(s) <ol style="list-style-type: none"> 1. How did culture, society, and the economy change after WWII? 2. What was the global response to the spread of Communism? 3. What was the first world, second world, third world? 4. How did the spread of communism affect Asia? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
<u>Strand 2 Concept 8 PO7</u> Analyze the political, economic and cultural impact of the Cold War <i>Strand 2 Concept 8 PO 8</i> Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, and Latin America).	RHST 9 Compare and Contrast treatments of the same topic in primary and secondary sources	<ul style="list-style-type: none"> • Political, economic and cultural impact of the Cold War. • Independence movements of emerging nations. 	<u>Analyze [Evaluate] the political, economic, and cultural impact of the Cold War.</u> <u>Analyze</u> how the Cold War affected world affairs. <u>Compare</u> independence movements of emerging nations.	Satellite States Bloc Ethnic Cleansing Budget Deficits Warsaw Pact Deterrents Multinational Corporations Privatization Trade Embargo Non-Aligned Movement	Rock, Paper, Scissors, Communism. Berlin Wall Graffiti: East versus West. Primary sources: Issues of Nationalism in North Africa and South Asia.	Research project and presentation: Students are assigned a country and have to research its Society, Politics, Culture and Economy from 1950-1989.

<p><i>Strand 2 Concept 9 PO 1</i> Explain the fall of the Soviet Union and its impact on the world.</p> <p><i>Strand 2 Concept 8 PO6</i> Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).</p> <p><i>Strand 2 Concept 1 PO1-PO7</i></p>		<ul style="list-style-type: none"> The fall of the Soviet Union and its impact on the world. Genocide as a result of extreme nationalism in the 20th century. 	<p><u>Explain [Analyze]</u> the fall of the Soviet Union and its impact on the world.</p> <p><u>Examine</u> genocide as a manifestation of extreme nationalism in the 20th century. <u>Examine</u> the roots of genocide in the 20th century.</p>		<p>Genocide and Human Rights Research project: Burma, Rwanda, Tibet, Cambodia, Bosnia.</p>	
--	--	--	---	--	--	--

RESOURCES

Crash Course World History Season One: USA vs USSR Fight! The Cold War. Communists, Nationalists, and China's Revolutions.
 Cambodian Genocide: <http://worldwithoutgenocide.org/genocides-and-conflicts/cambodian-genocide>
 Cambodian Genocide: http://www.ppu.org.uk/genocide/g_cambodia.html
 Rwandan Genocide: http://www.unitedhumanrights.org/Genocide/genocide_in_rwanda.htm
 Primary Sources, Soviet Union: <http://chnm.gmu.edu/1989/items/browse/?tags=Soviet+Union>
 Primary Sources, Ho Chi Minh: <http://spartacus-educational.com/VNhochiminh.htm>
 BBC Documentary: Partition, The Day India Burned

CURRICULUM MAP TEMPLATE

Quarter 4 Unifying Concept: Struggle Topic: Global Conflict and Modernization Unit Name: Contemporary World History PO cluster(s): 11 of 11						
Big Ideas/Enduring Understandings Students will understand: <ul style="list-style-type: none"> The shifting social structures and economic instability led to upheaval and change. Decolonization in Asia, Middle East and Africa and its consequences. Conversion from a socialist to a free-market economy has created many problems in the former Soviet states. 				Essential Question(s) <ol style="list-style-type: none"> What was decolonization and what are its consequences? What conditions led to conflict in the Middle East? How do large organizations (example, United Nations) accomplish their goals while protecting individual interests? Can democracy thrive in a country with economic instability? Or How does economic instability impact the foundation of a democratic society? 		
ESSENTIAL LEARNING						
AZ Standards	AZ College and Career Ready Standards for Social Studies	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices	Summative Assessment
Strand 2 Concept 9 PO 3 Describe the development of political and economic interdependence during the second half of the twentieth century. Strand 2 Concept 9 PO1 Explain the fall of the Soviet Union and its impact on the world. Strand 2 Concept 9 PO 2	RHST 3 Integrate quantitative or technical analysis	Political and economic interdependence during the second half of the 20th century. <ul style="list-style-type: none"> Fall of the Soviet Union and its impact. 	<u>Describe</u> the development of political and economic interdependence during the second half of the 20 th century. <u>Explain [Analyze]</u> the fall of the Soviet Union and its impact on the world. <u>Compare/Contrast</u> world affairs before and after the fall of the USSR.	Trade Embargo Cartels Apartheid AIDS Discrimination Greenhouse effect Deforestation Nuclear proliferation Xenophobia Reggae Cricket IRA	Current Events Discussions. Research and presentations: Decolonization in Africa, Middle East and Asia. Goals and Outcomes of independence. Primary Sources: Relationship between cricket and politics in South Asia. 9/11 and the	Students will get a key event from 1990-now and analyze its causes and how it is affecting today's world.

<p>Explain the roots of terrorism.</p> <p>Strand 2 Concept 9 PO 4 Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, and scarcity of resources).</p>		<ul style="list-style-type: none"> • Roots of terrorism. • Global changing relationship with the environment in the 20th century. 	<p><u>Explain</u> the roots and motivations of terrorism</p> <p><u>Analyze</u> the changing relationship with the environment in the 20th century, e.g. Greenpeace, Global Warming, pollution.</p>		<p>roots of modern terrorism.</p> <p>Terrorism and political goals: IRA.</p> <p>Compare various countries in Africa, Latin America, Asia and their responses to environmental issues.</p>	
--	--	--	---	--	---	--

RESOURCES

Documentary: Fire in Babylon. West Indies Cricket Team.
Anthony Bourdain: Parts Unknown “South Africa”
Crash Course World History Season One: Decolonization and Nationalism Triumphant
Essay: The challenges of African Decolonization <http://exhibitions.nypl.org/africanaage/essay-challenge-of-decolonization-africa.html>
Environmental History Resources: <http://www.eh-resources.org/index.html>

MULTICULTURAL US HISTORY CURRICULUM MAP

Quarter/Approximate Number of Days:				
Unit Name: THE MEETING OF THREE CULTURES Prehistory-1600				
PO cluster(s):				
Concept 2: Early Civilizations (SSHS-S1C2)				
PO 1. Describe Prehistoric Cultures of the North American continent:				
a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)				
Concept 5: Encounters and Exchange (SSHS-S2C5)				
PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:				
a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas d. role of disease in conquest e. role of trade g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization				
Big Ideas/Enduring Understandings:		Essential Question(s)		
The native people of Africa, America, and Europe were distinct peoples with cultures reflective of the geography of the region inhabited.		Why do people migrate to new lands?		
The collision of these three cultures caused an enormous change to the Peoples of America and Africa.		How might geography affect a people's development?		
		How did pre-historic cultures of the North American continent and Africa differ from the Europeans whom they encountered?		
		How did race come to be the key to identify in the United States?		
		How did conflicting ideas about land and property ownership effect relations between Indigenous Peoples and European settlers?		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
Common Core Standards: <u>Reading Standards for Literacy</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <u>Writing Standards for Literacy</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Native American groups developed cultures based on the geography of the region in which they lived. African, American, and European society have different advancements and achievements throughout history. An agricultural revolution led to the first civilizations in Mesoamerica, whose people built large, elaborate cities. Conflicting ideas and societal norms led to different cultures coming into conflict with one another.	Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, and economic principles) are spread through cultural diffusion. Analyze factors (e.g., social, biotic [living things], abiotic, [physical geography]) that affect human populations. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.	Paleo-Indians Mound builders Hohokam Ice Age Bering strait indigenous Iroquois Confederacy (Iroquois League) Matriarchal leadership Christopher Columbus Jacques Marquette Henry Hudson Reciprocal Class Middle Passage Social Stratification Columbian Exchange Imperialism Triangular Trade	Examine and compare the advancements and achievements of European, African, and Indigenous societies to support the idea that all societies are inherently valuable and equal. Create a graphic organizer of the major Native American groups prior to European exploration. Create a map of the American Indian tribes and nations living on the North American continent prior to European exploration. Investigate the Doctrine of Discovery as a justification for European colonization of the Americas and its effect on indigenous people worldwide. Illustrate the worldview of Europeans versus Native Americans. Write a summary that predicts the potential outcomes that occur when two opposing worldviews collide as they did the New World. Extend by illustrating your own worldview as an American teenager. Discuss how a nation's self-interests are related to its worldview.

RESOURCES

Ronald Takaki, A Different Mirror. Chapter 2 “The Tempest in the Wilderness: A Tale of Two Frontiers”

Howard Zinn, A People’s History of the United States Chapter 1.

National Museum of the American Indian - <http://nmai.si.edu/>

The Map Of Native American Tribes You've Never Seen Before <http://www.npr.org/blogs/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before>

Perspectives for a Diverse America – Teaching Tolerance <http://perspectives.tolerance.org/>

Trans-Atlantic Slave Voyages <http://www.slavevoyages.org/tast/index.faces>

500 Nations – Film

Race: The Power of an Illusion – Documentary Film

Quarter/Approximate Number of Days:
Unit Name: World War II From Isolationism to Intervention
PO cluster(s):
Concept 8: Great Depression & WWII (SSHS-S1C8)
PO 2. Describe the impact of American involvement in World War II:
a. movement away from isolationism b. economic recovery from the Great Depression c. homefront transformations in the roles of women and minorities d. Japanese, German, and Italian internments and POW camps e. war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki

<p>Big Ideas/Enduring Understandings</p> <ul style="list-style-type: none"> Perhaps more than Roosevelt’s policies, WWII served to bring the U.S. out of the Great Depression Early in the war the U.S. interest were purely commercial and isolationist and that stance quickly shifted with the bombing of Pearl Harbor. The U.S. was forced to fight the war on two fronts, the Pacific and European theatres. At home, the war had a terrific impact on a many different groups of citizens from women to blacks and Latinos and Native Americans. Native, Mexican, African, Jewish, and Japanese Americans all had vital contributions to the war effort. 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> Was isolationism too costly for the U.S. to practice at all? Was there a better solution to the division of Germany following WWII? Should the United States have used nuclear weapons on Japan? How did Americans from different backgrounds contribute to the war effort? Was denazification ultimately successful?
--	---

ESSENTIAL LEARNING

AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards:</p> <p><u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> Write arguments focused on <i>discipline-specific content</i>. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 	<ul style="list-style-type: none"> Explain the cause of the U.S. entry into WWII Understand the impact of the war on the economy on the homefront Describe internment camps here in the U.S. Describe the development of the atom bomb and its effect on the people of Japan Understand the progression of the war through both theatres to eventual victory in the Europe and the Pacific 	<ul style="list-style-type: none"> Show how the U.S. pursued both commercial interests as well as isolationism prior to entering the war. Interpret the effect of the war on such groups as blacks, women and Latinos Explain how the end of war create tensions and alliances that led to the Cold War 	<ul style="list-style-type: none"> Invasion of Poland isolationism home front internment camp POW Poston, Gila, Papago Camps war mobilization Code Talkers Pearl Harbor D-Day Stalingrad Battle of the Bulge Battle of Midway Hiroshima Nagasaki Holocaust “final solution” Nuremburg Trials Israel 	<p>Students research the “Double V” program for civil right and integration on the home front following World War II.</p> <p>Examine Takaki reading to learn about the role of Native Americans during World War II.</p> <p>Create own version of the Double V program in the classroom and other common areas around the school.</p>

<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 			<ul style="list-style-type: none"> • Franklin Delano Roosevelt • Hideko Tojo • appeasement • Sunbelt 	
--	--	--	--	--

RESOURCES

Ronald Takaki, A Different Mirror.

Howard Zinn, A People’s History of the United States,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

Double V Campaign http://www-tc.pbs.org/thewar/downloads/double_v.pdf

Trinity and Beyond - Film

Quarter/Approximate Number of Days:

Unit Name: American Society in the Post-World War II Era

PO cluster(s):

Concept 9: Postwar United States – 1945-1970s (SSHS-S1C9

PO 2. Describe aspects of American post-World War II domestic policy:

a. McCarthyism b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments) c. Supreme Court Decisions (e.g., the Warren and Burger Courts) d. Executive Power (e.g., War Powers Act, Watergate) e. social reforms Great Society and War on Poverty f. Space Race and technological developments

PO 3. Describe aspects of post World War II American society:

a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media) c. protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia

Big Ideas/Enduring Understandings

- America on the home front during the Cold War era was defined by fear of communism and an emphasis on loyalty.
- Civil Rights battles in the streets, courts and Congress helped redress institutionalized bias and prejudice for African American and other groups.
- Competition with the Soviet Union resulted in an emphasis on technological development especially related to space exploration.
- In the U.S., relative economic prosperity following WW II led to a population boom and an increased standard of living for most Americans.

Essential Question(s)

- What movements for Social Justice occurred after World War II?
- What role did Johnson’s Great Society ideals play in supporting a rising middle class?
- What role did fear, competition and expanding executive power have in creating the Watergate scandal?
- How did domestic policies during the post WW II era contribute a population boom?
- What was the long-term politic effect of several key assassinations of national leaders during this period?

ESSENTIAL LEARNING

AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards: <u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> • Write arguments focused on <i>discipline-specific content</i>. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical 	<ul style="list-style-type: none"> • Understand the “space race” • Describe Levittown and the development of suburbia • List effects of Johnson Great Society policies • Explain McCarthyism • Explain Brown v. Board of Education • Describe key struggles of the Civil Rights era • Understand the GI Bill • Explain the growth of suburbs • List the various protest movements • Describe the baby boom • Understand the assassination of JFK, MLK, 	<ul style="list-style-type: none"> • Explain how strategies of Civil Rights leaders resulted in increased protections for African Americans and other minorities • Trace Martin Luther King’s philosophy of nonviolent confrontation through several key civil rights events • explain the effects of McCarthyism on the arts • Describe shifts in immigration patterns during this period • Compare domestic 	<ul style="list-style-type: none"> • McCarthyism • Birmingham • 1964 Civil Rights Act • Voting Rights Act (1965) • Montgomery Bus • Boycott • Little Rock Nine • Sit-ins • Freedom Rides • March on • Washington • Warren and Burger Courts • Brown v. Board of Education • Great Society • War on Poverty • Watergate 	<p>Chart events on an X-Y graph, illustrating visually how the school integration movement has experienced both advances and setbacks.</p> <p>Compare non-violent movements from the 1960’s with other movements throughout history and the present.</p> <p>Have students research and examine the events of the Civil Rights movement and create a timeline of events.</p> <p>Have students complete pre- and post-writing/discussion activities in combination with viewing the film, “Viva La Causa” about the fight for migrant farmworker rights.</p> <p>Create and present a piece of propaganda for the Cold War, utilizing techniques and beliefs</p>

<p>processes.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<p>Malcolm X and RFK</p> <ul style="list-style-type: none"> • An open and prosperous society offered key opportunities for a rising tide of alternative lifestyles and protest against the status quo. 	<p>policies of the Kennedy administration to Johnson's</p> <ul style="list-style-type: none"> • Compare similarities between the protest movements: women's rights, civil rights, anti-war, farm workers • Explain the significance of the Pentagon papers 	<ul style="list-style-type: none"> • suburbs • baby boom • GI Bill • urban sprawl • pop culture • conformity • counter culture • Jackie Robinson • protest movement • Betty Friedan • Cesar Chavez • American Indian Movement (AIM) • John F. Kennedy • Martin Luther King, Jr. • Robert F. Kennedy • Malcolm X 	<p>common of the era.</p>
--	---	--	---	---------------------------

RESOURCES

Ronald Takaki, A Different Mirror.

Howard Zinn, A People's History of the United States,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

Viva la Causa - http://www.tolerance.org/sites/default/files/kits/Viva Teachers Guide_web.pdf

A Time For Justice – Film

School Timeline of Integration - <http://www.tolerance.org/activity/timeline-school-integration>

Selma – The Bridge to the Ballot – Film

10 Moments that Unexpectedly Changed American History - Film

Quarter/Approximate Number of Days:

Unit Name: Conflict, Crisis and Scandal

PO cluster(s):

Concept 10: Contemporary United States – 1970s-Present (SSHS-S1C10)
PO 3. Describe how key political, social, environmental and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.

Big Ideas/Enduring Understandings

- The country as a whole began a swing in favor of conservative ideals during this period that continued through the 21st century.
- Federal policies favored both deregulation and deficit spending with an emphasis on increases for the military
- U.S. foreign policy was defined by new iterations of the proxy wars fought to confront communism in the 1950's and 1960's
- Terrorism by nonstate players had a major impact of U.S. foreign policy

Essential Question(s)

- How did a fear of the Soviet Union continue to define U.S. foreign policy during this era?
- How were a variety of agendas factors in the response of the invasion of Kuwait and the response to September 11th?

ESSENTIAL LEARNING

AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards: <u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> • Write arguments focused on <i>discipline-specific content</i>. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Produce clear and coherent writing in 	<ul style="list-style-type: none"> • Explain the Carter administration • Understand the Reagan administration • Describe key developments in the Middle East • Explain the 9-11 terrorist attacks • Describe the energy crisis of the 1970's and the impact of the oil cartel 	<ul style="list-style-type: none"> • Relate the shifts of priorities that occurred from Carter to the Reagan • Explain the wars in Central America and the U.S. response • Explain the steps that led to the collapse of the Soviet Union and the U.S. response 	<ul style="list-style-type: none"> • Relate the shifts of • OPEC • oil crisis • Iran-Contra • Gulf War • September 11, 2001 • Operation Iraqi Freedom • Fall of Berlin Wall • globalization • outsourcing • World Bank • European Union (EU) • ozone decline • World Trade Union • irrigation • deforestation • overgrazing • global warming • Earth Day 	<p>Research problems with our VA system and write letters of support/concern/advocacy to members of our military or personnel within the VA.</p> <p>Promote and participate in Earth Day events for the school at large and encourage a service learning project.</p> <p>Compare the United States view towards Russia, Cuba, and North Korea before the fall of the Berlin Wall and at present times.</p>

<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none">• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			<ul style="list-style-type: none">• Rachel Carson• Green Peace• El Niño	
--	--	--	---	--

RESOURCES

Ronald Takaki, A Different Mirror.

Howard Zinn, A People’s History of the United States,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

MULTICULTURAL US HISTORY CURRICULUM MAP

Quarter/Approximate Number of Days:				
Unit Name: THE ESTABLISHMENT OF THE THIRTEEN COLONIES & THE EVOLUTION OF COLONIAL SOCIETY 1620-1711				
PO cluster(s):				
Concept 3: Exploration and Colonization – 1500s-1700s (SSHS-S1C3)				
PO1. Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government(e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)				
PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).				
PO 3. Compare the characteristics of the New England, Middle, and Southern colonies: a. colonial governments b. geographic influences, resources, and economic systems c. religious beliefs and social patterns				
PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).				
Big Ideas/Enduring Understandings Economic difficulties in Europe, the desire to acquire raw materials, and religious tensions all caused Europeans to become interested in the Americas. The history of oppression is also the history of resistance and human resiliency. European contact with Indigenous Americans and Africans had catastrophic consequences that outweigh any benefit the European nations received.			Essential Question(s) What developments made it possible for Europeans to begin exploring the world? Why did Europeans begin to acquire enslaved Africans? How did social classes develop in the North American British colonies? How did race come to be the key to identify in the United States? In what way is land ownership the key to full equality in this area? How did advocates of racial, gender, and class equality proceed in this society?	
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
Common Core Standards: <u>Reading Standards for Literacy</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <u>Writing Standards for Literacy.</u> <ul style="list-style-type: none"> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including 	The ecosystem and population of the Americas was tremendously altered by European settlement. Puritans and other religious dissidents came to the Americas because they felt the Church of England was too close to Catholicism. The defeat of the French in this war largely ended their influence in the Americas; after the war, the British attempted to make the colonies pay their fair share for the war effort. Early Americans distinguished themselves by religion, region, nationality, family and class. The cultures, worldviews, and self-interests of Native Americans, Africans, and Europeans were divergent and incompatible, thus creating conflict and tension between various races, classes, religions, and regions.	Define the term “worldview” and apply it to the values and actions taken by Europeans, Indians, and Africans. Compare the characteristics and world views of the New England, Middle, and Southern colonies. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop). Examine the experiences and perspectives of property owners, indentured servants, women, African Americans and Native Americans by 1750. Describe the factors that contributed to the Variations between developing and developed regions in the colonies.	<ul style="list-style-type: none"> human migration colonization push/pull factors John Smith William Penn Anne Hutchinson Puritans Quakers Catholics Protestants Puritans Doctrine of Discovery Indentured Servants Persecution Social Stratification Mercantilism Worldview 	Create an Indentured Servant contract from the perspective of a servant. Create a recruitment poster from the New England, Middle, and Chesapeake colonies highlighting the various opportunities available in the “New World.” Draw a pyramid that illustrates colonial America’s system and explain whether it is ascribed or achieved by citing historical evidence. Research riots and revolts in colonial times to identify the causes of dissent as social, economic, or political. This should

<p>new arguments or information.</p>	<p>Oppressed and enslaved people as well as advocates of social, racial, and economic equality confronted inequalities and impacted the course of American history.</p>	<p>Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>Explain how the Doctrine of Discovery was used as a justification for European colonization of the Americas and its effect on Indigenous People worldwide.</p> <p>Distinguish between achieved and ascribed social stratification systems.</p>	<p>include land riots, slave revolts, indentured servant uprisings, and Native American revolts.</p> <p>Investigate court cases and statutes of Jamestown to answer the question of whether racism preceded slavery.</p> <p>Search the Declaration of Independence, the Constitution, and the Bill of Rights for examples of language or practices that protect or acknowledge the legality of slavery, gender inequality, discrimination, or other examples of the exclusivity of full equality.</p>
--------------------------------------	---	---	---

RESOURCES

Ronald Takaki, *A Different Mirror*. “The Tempest in the Wilderness: A Tale of Two Frontiers” “The Hidden Origins of Slavery”

Howard Zinn, *A People’s History of the United States*, “Drawing the Color Line” “Persons of Mean and Vile Condition”

Primary Sources: Articles of Confederation, Bill of Rights, The Constitution

Thomas Jefferson “Virginia Statue of Religious Freedom”

A Place at the Table (Southern Poverty Law Center) “Apostles of Liberty”

Jim Carnes, *Us and Them* (Southern Poverty Law Center)

10 Days that Changed America: Massacre at Mystic (documentary film)

Race: The Power of an Illusion (Documentary Film)

Elliot West, “American Indians”

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

MULTICULTURAL US HISTORY CURRICULUM MAP

Quarter/Approximate Number of Days:				
Unit Name: THE AMERICAN REVOLUTION 1763-1783 PO cluster(s): Concept 4: Revolution & a New Nation (SSHS-S1C4) PO 1. Assess the economic, political, and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. Colonists' reaction to British policy ideas expressed in the Declaration of Independence PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war. PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. Writing and ratification of the Declaration of Independence e. Yorktown PO 4. Analyze how the new national government was created: PO 6. Examine the experiences and perspectives of the following groups in the new nation: property owners, African Americans, Women, Native Americans, indentured servants				
Big Ideas/Enduring Understandings The colonists' War for Independence galvanized the dispossessed and the advocates of full equality, thus demanding their opportunity for liberty and equality from oppression within the new nation. The colonists formed the Continental Congress to act as a government during the American Revolution. The Treaty of Paris ended the Revolutionary War. In this treaty, American independence was recognized by the British and large amounts of territory west of the Appalachian became American territory. The rule of monarchy was replaced with the colonial elite while maintaining the status quo of limited citizenship based upon property, gender and race.		Essential Question(s) What influenced the colonists to begin questioning their roles as subjects of the British monarchy? What role did Native Americans, Africans, and women play in the American Revolution? What caused the British to pass legislation to stop colonists from settling new western lands and to impose new taxes? How did the Americans fight a war without proper training or equipment? What major disadvantages did the British face in the American Revolution? How was slavery, sexism, racism, and religious oppression a factor in the cause of the Revolutionary War? Why was the monarchy replaced by the colonial elite after the War?		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
Common Core Standards: <u>Reading Standards for Literacy</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <u>Writing Standards for Literacy.</u> <ul style="list-style-type: none"> Use technology, including the Internet, to produce, publish, and update 	When Parliament punished Massachusetts for the Boston Tea Party, the colonists organized the First Continental Congress. Colonists formed militias to oppose British "tyranny." After King George III rejected the Olive Branch Petition, the Continental Congress began to act as an independent government. The religious revival called the Great Awakening caused some colonists to question many of the religious, social, and political foundations of which colonial life was based	Examine the experiences and perspectives of property owners, indentured servants, women, African Americans and Native Americans by 1750. Describe the factors that contributed to the variations between developing and developed regions in the colonies. Explain the call for abolition and racial equality during the founding of the United States using the narrative and speeches from the late 18 th century. Describe how Thomas Paine helped persuade colonists to declare independence. Describe the significance of major events and	tax Stamp Act Sugar Act Declaration of Independence Boston Massacre Boston Tea Party <i>Common Sense</i> American Revolution Lexington Concord Saratoga Yorktown George Washington George III Marquis de Lafayette State's Rights Revolution Insurrection	Write a diary entry describing the Boston Tea Party from the British and the Colonial perspective. Class debate centered on the Boston Tea Party. Debate whether the British soldiers were at fault or the colonists Create a time line to record the major battles of the American Revolution and their outcomes. Writing from a colonial leader during the Revolution write a letter to convince a European nation to support the Americans in the war. Use the rhetoric of abolition to write a

<p>individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>The victory at Saratoga convinced France to enter the war which changed the outcome of the American Revolution.</p> <p>The British strategy to control the Southern states failed with their surrender at Yorktown.</p>	<p>individuals in the Revolutionary War.</p> <p>Understand the interest of the colonial elite.</p> <p>Identify the American ideal embedded in revolutionary writings and propaganda such as the Declaration of independence, Common Sense, The Crisis, or speeches by Patrick Henry.</p> <p>Defend the call for gender equity in the new nation by citing arguments made Sojourner Truth, Abigail Adams, Susan B Anthony, and the Declaration of Sentiments.</p>		<p>persuasive letter to a friend about the absolute necessity of immediate emancipation after the Revolutionary War.</p>
---	--	--	--	--

RESOURCES

Ronald Takaki, A Different Mirror. "The Tempest in the Wilderness: A Tale of Two Frontiers" "The Hidden Origins of Slavery"

Howard Zinn, A People's History of the United States, "Tyranny is Tyranny" "The Intimately Oppressed"

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

A Place at the Table – "Apostles of Liberty" Harriet Sigerman

American Indians - by Elliott West

10 Days That Unexpectedly Changed America – Shay's Rebellion

United States Constitution

Articles of Confederation

Lord Dunmore's Proclamation

Thomas Jefferson – "Virginia Statute of Religious Freedom"

Declaration of Independence

Common Sense – Thomas Paine

Us and Them – Jim Carnes

MULTICULTURAL US HISTORY CURRICULUM MAP

Quarter/Approximate Number of Days:				
<p>Unit Name: Westward Expansion and Manifest Destiny PO cluster(s): Concept 5: Westward Expansion (SSHS-S1C5) PO 1. Trace the growth of the American nation during the period of western expansion PO 2. Analyze how the following events affected the political transformation of the developing nation: Jefferson’s Presidency, War of 1812, Jackson’s Presidency PO 3. Identify how economic incentives and geography influenced early American explorations: PO 4. Describe the impact of European-American expansion on native peoples. PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States: transportation improvements (e.g., railroads, canals, steamboats), factory system manufacturing , urbanization ,inventions (e.g., telegraph, cotton gin, interchangeable parts)</p>				
<p>Big Ideas/Enduring Understandings A new production system developed in textile mills such as those existed in Lowell, Massachusetts, in the early nineteenth century. Beginning in 1824, it was official American policy to move Native-American tribes east of the Mississippi. The Monroe Doctrine proclaimed that the Western Hemisphere was off limits to European intrusion. The issue of slavery in the territories came to dominate American political debate more and more in the 1840s and 1850s. The Dred Scott decision only intensified tensions between the North and the South</p>		<p>Essential Question(s) How did U.S. policies affect American Indian nations and tribes? Is war ever just? Was Manifest Destiny a violation of the founding principles of the United States? How was the idea of “benevolence” and “guardianship” used to justify domination.</p>		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards: <u>Reading Standards for Literacy</u> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events </p>	<p>Westward expansions resulted in an incredible growth of the American Nation</p> <p>Resources, territory, and people were added to the United States via the Northwest Territory, Louisiana Purchase, Florida, Texas, Oregon, Alaska, and Mexican territory.</p> <p>Paternalism was used in the U.S. towards groups who were not in power such as Native Americans, women, slaves, Mexican Americans, and the working class.</p> <p>Expansionism took place due to economic, political, social, and moral issues in America.</p>	<p>Trace the various ways in which the US expanded its territorial boundaries</p> <p>Analyze the American policy towards Native people through assimilation, removal, and massacre.</p> <p>Debate the concept of Manifest Destiny as justification for US expansion.</p> <p>Create extended definitions for key terms in this unit: assimilation, paternalism, states’ rights</p> <p>Analyze the results of increasingly hostile U.S. government policies towards Natives.</p> <p>Describe the impact of westward migration & technological changes on the work & lifestyle of peoples in the West,.</p>	<p>Louisiana Purchase War of 1812 Battle of New Orleans Monroe Doctrine Nationalism Assimilation Paternalism Trail of Tears Universal suffrage spoils systems nullification John C. Calhoun Indian Removal Act Mexican Cession Manifest Destiny California Gold Rush Treaty of Guadalupe Hidalgo Lone Star Republic</p>	<p>Write a letter from a soldier’s perspective following The Battle of New Orleans.</p> <p>Write a journal entry from either a Mexican soldier or Alamo Garrison soldiers perspective of the siege.</p> <p>Analyze the Treaty of Guadalupe Hidalgo for guarantees to Mexicans living in the new American Territories and compare to the Fort Laramie Treaty to the Sioux Nation.</p> <p>Analyze the American policy to eradicate the “Indian Problem” through methods of assimilation, reservations, and massacre.</p> <p>Compare the imperialist/colonial experiences of Indigenous People in the U.S. to those of the Aboriginal People in Australia to assess cross-</p>

<p>caused later ones or simply preceded them.</p> <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 			<p>cultural similarities.</p> <p>Examine and analyze various political positions on the issue of Manifest Destiny. Create a political poster the defends a particular viewpoint regarding expansionism</p> <p>Examining the difficulties of moving west, looking at the hardships using the Donner party as an example, then comparing to later developments to modernize the West.</p> <p>Written response in examining the impact on native peoples of the west, including Mexican citizens and Native Americans.</p>
---	--	--	---

RESOURCES

Ronald Takaki, A Different Mirror. "The Tempest in the Wilderness: A Tale of Two Frontiers" "The Hidden Origins of Slavery"

Howard Zinn, A People's History of the United States, ""

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

<http://www.nps.gov/jela/battleof-new-orleans-bicentennial.htm>

<http://www.thealamo.org/>

The Gilder Lehrman Institute of American History

Fort Laramie Treaty to the Sioux Nation 1868

President Polk's War Message – 1846

Treaty of Guadalupe Hidalgo 1848

"The War with Mexico: War Fever and Antiwar Protests." *Digital History*. http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3266

"Distressing News: The Donner Party" California Star, February 13th, 1847. <http://www.sfmuseum.org/hist6/donner.html>

MULTICULTURAL US HISTORY CURRICULUM MAP

Quarter/Approximate Number of Days:				
Unit Name: THE CIVIL WAR AND RECONSTRUCTION 1860-1900				
PO cluster(s):				
Concept 6: Civil War & Reconstruction (SSHS-S1C6)				
PO 1. Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) d. role of abolitionists (e.g., Frederick Douglass and John Brown) e. debate over popular sovereignty/states rights f. Presidential election of 1860				
PO 2. Analyze aspects of the Civil War: a. changes in technology b. importance of resources c. turning points d. military and civilian leaders e. effect of the Emancipation Proclamation f. effect on the civilian populations				
PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South b. Lincoln’s assassination c. Johnson’s impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)				
Big Ideas/Enduring Understandings		Essential Question(s)		
The North had numerous industrial, transportation, and financial advantages that they utilized throughout the Civil War. Success for the Confederacy depended on European aid; the Southerners overestimated the dependence of Europe on Southern crops. The surrender of the Confederacy in April 1865 was caused by a severe lack of morale, manpower, and economic stability in the South. Northerners disagreed about which policies would be best to rebuild the South and safeguard the rights of African Americans after Lincoln’s death. Reconstruction failed to create equality in the South despite the best efforts of political and social reform		Why did some members of Lincoln’s own Republican Party disagree with him over the war? How did Southern pride and tradition interfere with the South’s ability to win the war? Why did Lincoln issue the Emancipation Proclamation and what events affected the timing of the proclamation? What compels a group of citizens to fight against their own government and people? Does Abraham Lincoln deserve to be called the “Great Emancipator”? Was Reconstruction a time of Progress? Does racial equality depend upon government action? How does point of view impact the historical perspective of an event?		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards: <u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> • Write arguments focused on <i>discipline-specific content</i>. 	<p>The Union had economic advantages at the start of the Civil War, but was politically divided.</p> <p>State Rights was claimed to be a cause of the Civil War, but they key issue was the ending of Slavery.</p> <p>The Confederacy’s weak central government had difficulty coordinating the war effort.</p> <p>The Civil War was fought with huge, mostly volunteer armies equipped with new technologies.</p>	<p>Explain the economic, social, and political causes of the Civil War.</p> <p>Understand the role that slavery and emancipation played in the Civil War.</p> <p>Describe the contributions of different social classes, races, and genders throughout the Civil War.</p> <p>Explain the living and fighting conditions of the average soldier on both sides of the Civil War.</p> <p>Analyze {Evaluate} the economic, political and social successes and failures of Reconstruction.</p>	<ul style="list-style-type: none"> • Gettysburg • Vicksburg • Abraham Lincoln • Jefferson Davis • Robert E. Lee • Ulysses S. Grant • Emancipation Proclamation • Assimilation • Buffalo Soldiers • Abolitionist • The Freedman’s Bureau • Jim Crow Laws • Ku Klux Klan • Assassination 	<p>Create the front page of a newspaper from either a Union or Confederate perspective of the battles of the Civil War based on photographs.</p> <p>Have students research a historical leader in the Freedman’s Bureau and present their research to the class.</p> <p>Research the Emancipation Proclamation and the New York Draft Riots and assess the impact of the emancipation on race relations between new immigrants and African Americans and opposition to the Civil War.</p> <p>Identify and explain the multiple causes leading to the American Civil War and</p>

<ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 		<p>Summarize acts of violent oppression used to terrorize black communities into compliance with Jim Crow and white supremacy.</p>		<p>evaluate the moral, economic, and social implications of each.</p> <p>Create a dialogue between proponents of African American male suffrage and the universal suffrage, identifying their claims and evidence in support of their positions.</p> <p>Design and create a mural of images and text that illustrates the impact of African American participation in the civil war.</p>
---	--	--	--	--

RESOURCES

Ronald Takaki, A Different Mirror.
 Howard Zinn, A People’s History of the United States, “Slavery Without Submission”
 10 Days that Changed American History: Antietam
 The Abolitionists (Film)
 Bill of Rights in Action: Constitutional Rights Foundation
 The Civil War – Ken Burns
 Rabbit Proof Fence (Film)
<http://www.loc.gov/pictures/collection/cwp/>

<http://www.archives.gov/research/african-americans/freedmens-bureau/>

<http://www.freedmensbureau.com/>

<http://ngm.nationalgeographic.com/2012/08/pine-ridge/fuller-text>

<http://www.archives.gov/education/lessons/sioux-treaty/>

MULTICULTURAL US HISTORY CURRICULUM MAP

<p>Quarter/Approximate Number of Days:</p> <p>Unit Name: Industrialization and the Gilded Age</p> <p>PO cluster(s):</p> <p>PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century: a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act) c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver) d. labor movement (e.g., Bisbee Deportation) e. trade</p> <p>PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessey v. Ferguson) b. changing patterns in immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)</p>

<p>Big Ideas/Enduring Understandings</p> <ul style="list-style-type: none"> • Businesses grew at an astounding rate during this time period • Wealth was not equally divided and class divisions based on economics became more pronounced • Women became a significant force in American politics as a result of the 19th Amendment during this era. • The Supreme Court legitimized segregation under Plessey Ferguson • Immigration on both coasts from both Asian as well as European countries created strains and tensions throughout the country. 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> • What factors gave rise to trusts and corporations and the establishment then of monopolies? • What were the long-term social and political effects of Plessey v. Ferguson? • How did immigration patterns change over time on both the west and east coasts? • What role did union and businesses play in lives of American workers?
---	---

ESSENTIAL LEARNING

AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards: <u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> • Write arguments focused on <i>discipline-specific content</i>. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 	<ul style="list-style-type: none"> • Describe and explain the difference between regulation and laissez-faire • Understand the concept of Social Darwinism • Identify several key labor conflicts that gave rise to powerful unions • Describe the rise of the Women’s suffrage movement in the 20th century • List and explain the effects of various Jim Crow laws throughout the country • Understand the various ways the federal government responded to immigration pressures during this period 	<ul style="list-style-type: none"> • Identify the major growth trends in motion throughout the 1800s that accelerated during the late 1800s and early 1900s: westward migration, industrialization, & immigration. • Describe the similarities and differences between at least three battles between unions and big business • Explain how Darwin’s theories were applied to society during this period • Compare how immigration patterns 	<ul style="list-style-type: none"> • Ellis Island • Angel Island • Chinese Exclusion Act • Women’s Suffrage Movement • Elizabeth Cady Stanton • industrialization • mass production • monopolies • trust • Robber Barons • lynchings • Plessey v. Ferguson • Booker T. Washington • WEB Dubois • Marcus Garvey • nativism • National Origins Act 	<p>Study of primary sources such as newspapers, photographs, cartoons, and publications that examine immigrants to the United States, including Mexican, Chinese, Polish, Irish, and African Americans viewing their contributions, challenges, and impact.</p> <p>Researching a specific Captain of Industry, providing feedback on both positives and negatives their actions had on the United States</p> <p>Comparing living conditions in Gilded Age New York City to the modern equivalent.</p> <p>Examine the push and pull factors on immigrants from around the world and the southern United States on why they moved to urban areas.</p>

<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<ul style="list-style-type: none"> • Relate how Nativists responded sometimes harshly to immigrants • Describe the motivations, themes, and accomplishments of the Harlem Renaissance 	<p>differed from east to west coast</p> <ul style="list-style-type: none"> • Draw a parallel between repression experience by Native Americans in Indian schools with the prejudice against African Americans under segregation • Show how urbanization eventually led to a variety of reforms on the local level 	<p>1924</p> <ul style="list-style-type: none"> • Emergency Quota Act 1921 • Harlem Renaissance 	<p>Research a specific group who immigrated to the United States (Jewish textile workers, Irish women, Chinese laborers) and cite examples of how they aided in industrialization and challenges they faced.</p> <p>Examine the connection between political machines and living conditions in cities such as New York during the Gilded Age.</p> <p>Analyzing an opinion article asking the question “Are we living in a second Gilded Age?” and providing evidence that may both support and deny this idea.</p>
--	---	---	--	--

RESOURCES

Ronald Takaki, *A Different Mirror*.

Howard Zinn, *A People’s History of the United States*,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

<http://www.nps.gov/jela/battleof-new-orleans-bicentennial.htm>

<http://unveilinghistory.org/blog/lessons/the-cost-of-prosperity-mass-consumption-and-mass-production-in-the-1920s/>

<http://www.tolerance.org/activity/immigrants-and-us>

http://www.learner.org/courses/amerhistory/pdf/Harlem-Ren_L-One.pdf

Smith, Mark. *Filthy Cities: Industrial New York*. BBC 2011. Documentary.

Yueh, Linda. *Are we Living in the Second Gilded Age?*. BBC News, 15 May 2014. Web.

<http://www.bbc.com/news/business-27419853>

Quarter/Approximate Number of Days:				
Unit Name: The United States and Its Empire				
PO cluster(s):				
Concept 7: Emergence of the Modern United States – 1875-1929 (SSHS-S1C7)				
PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:				
a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)				
Big Ideas/Enduring Understandings		Essential Question(s)		
<ul style="list-style-type: none"> In a race to catch up with their European allies, the U.S., during this period embarked on a plan of overseas expansion. Both commerce and Christianity played major roles in the acquisition of new territories for the U.S. The United States was motivated in dealing with other nations by the 5 D's. Destiny, Dollars, Diplomacy, Democracy, and Darwinism. 		<ul style="list-style-type: none"> What led the U.S. to particular regions of the globe when embarking on this period of expansionism? Does the United States provide the same rights and responsibilities to citizens of territories and protectorates as they do to states? How did the New Manifest Destiny define U.S. foreign policy? 		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards:</p> <p><u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> Write arguments focused on <i>discipline-specific content</i>. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<ul style="list-style-type: none"> Understand the role of Thayer's book, The Influence of Sea Power Upon History The New Manifest Destiny included the Caribbean and Pacific Rim – US wanted to increase its sphere of influence and control. Foreign policy was implemented to protect capitalist system and American economy. U.S. was willing to wage war to protect access to new markets – closed markets threatened U.S. interests and security Explain what is meant by the "White Man's Burden" 	<ul style="list-style-type: none"> Relate how yellow journalism was a factor in the Spanish American War Define the Platt Amendment and argue its value as a foreign policy tool for U.S. interests Create a sequence of event leading to the invasion of Cuba Explain the phrase, "Remember the Maine Describe the events that led the US. annexation of Hawaii 	<ul style="list-style-type: none"> imperialism Teddy Roosevelt Philippine American War Scorched Earth Re- concentration Open Door Policy Protectorate Empire Battle of Manila Bay Cuba Philippines Yellow Journalism Hegemony Free Trade 	<p>Students read a variety of primary source documents detailing the Spanish American War and provide a timeline of events.</p> <p>Students use their primary source and secondary source knowledge to create their own eyewitness account of the Americans in Cuba or the Philippines from multiple viewpoints</p> <p>Examine how the poem "White Mans Burden" was in support of Western Imperialism.</p> <p>Detail how the 5 D's of foreign policy related to Hawaii, Cuba, or the Philippines.</p>

RESOURCES

Ronald Takaki, A Different Mirror.

Howard Zinn, A People's History of the United States,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

<http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm>

<http://www.nlm.nih.gov/nativevoices/timeline/378.html?tribe=Dakota>

White Man's Burden - Rudyard Kipling 1899

[Declaration of War \(1898\), President William McKinley](http://www.wwnorton.com/college/history/archive/resources/documents/ch23_03.htm) - http://www.wwnorton.com/college/history/archive/resources/documents/ch23_03.htm

A Splendid Little War - <https://www.youtube.com/watch?v=IU5I4yQCpMM>

Quarter/Approximate Number of Days:				
Unit Name: Emergence of The Modern United States and WWI				
PO cluster(s):				
Concept 7: Emergence of the Modern United States – 1875-1929 (SSHS-S1C7)				
PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries f. World War I (e.g., League of Nations, Isolationism)				
Big Ideas/Enduring Understandings		Essential Question(s)		
<ul style="list-style-type: none"> Progressives wanted to preserve democracy and capitalism by ridding both of their worse abuses The U.S. abandoned a path of isolationism to finally commit to fighting on the side of the Allies during WWI Following World War I President Wilson endeavored to create an international forum for dispute resolution that would prevent future wars. 		<ul style="list-style-type: none"> What were solutions for poverty according to Progressives? What social, political, and moral reforms were made during the Progressive Era? What U.S. interests were truly at stake in WWI? Why was peace more remote following WWI? 		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards:</p> <p><u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> Write arguments focused on <i>discipline-specific content</i>. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<ul style="list-style-type: none"> Analyze the effectiveness of reform efforts for groups excluded for the most part from Progressive reform movements including blacks, women, and Native activism. Analyze the effectiveness of Progressive reform movements aimed at social, economic, & political issues, including urban slums, business practices, & voting rights. Explain the U.S. policy of neutrality prior to WWI Describe the effects of unrestricted submarine warfare Show the effect on U.S. policy of the sinking of the Lusitania Describe Wilson's 14 points Explain the League of Nations 	<ul style="list-style-type: none"> Relate the war in Europe as a cause of the Great Migration Describe how Wilson's desire to make the world "safe for democracy" drove policy decisions during this period Understand the meaning of the Zimmerman telegram Show the effect of the war on the U.S. population at home Suggest reasons why Wilson's League of Nations failed 	<ul style="list-style-type: none"> xenophobia Ku Klux Klan NWP NAWSA Nineteenth Amendment Equal Rights Amendment isolationism propaganda Great Migration Allied Powers Central Powers Zimmerman Note Treaty of Versailles alliances Sacco and Vanzetti Fourteen Points Woodrow Wilson 	<p>Examine the geographic location of cities in the United States, both in the 19th century and the present, analyzing the location, size, and distribution of urban areas.</p> <p>Research the effectiveness of reform efforts for women's suffrage, examining different methods used by groups such as the NWP and NAWSA.</p> <p>Examine the history behind the Equal Rights Amendment and compare the viewpoints for and against ratification.</p> <p>Understand basic economic theories from the Gilded Age and Progressive era by studying Adam Smith and markets. Students focus on ideas such as scarcity, supply, demand, monopolies, self interest, and greed.</p> <p>Research and create a biography on the life, ideas, and philosophies of a historical figure from the Gilded Age or the Progressive Era.</p>

				<p>Examine the debate between isolationists and interventions prior to the entry of the US in WWI.</p> <p>Students then are assigned a random selection of three political cartoon related to the debate. Students then analyze the cartoon and write an argument in support of which ever is the dominant side given which cartoons they were assigned.</p> <p>Research and create a biography on the life, ideas, and philosophies of a historical figure from the Gilded Age or the Progressive Era.</p>
--	--	--	--	---

RESOURCES

Ronald Takaki, A Different Mirror.

Howard Zinn, A People’s History of the United States,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/collections.html>

<http://edsitement.neh.gov/lesson-plan/great-debate-internationalists-vs-isolationists>

Southern Poverty Law Center. 2000. A Place at the Table. Montgomery, AL. Print.

Schneck’s Pamphlet - <http://www.english.illinois.edu/-people-/faculty/debaron/380/380reading/schenckpamphlet.html>

Wilson’s 14 Points

Influenza 1918 – Film

Gilder Lehrman Institutue - <https://www.gilderlehrman.org/>

Quarter/Approximate Number of Days:				
Unit Name: the New Deal and the Politics of the 1930s				
PO cluster(s):				
Concept 8: Great Depression & WWII (SSHS-S1C8)				
PO 1. Describe causes and consequences of the Great Depression: d. changes in expectations of government (e.g., New Deal programs)				
Big Ideas/Enduring Understandings		Essential Question(s)		
<ul style="list-style-type: none"> The Great Depression affected Americans from all backgrounds and levels of society. Roosevelt’s solutions to the Great Depression forever changed the relationship between the federal government and common citizens. A wide variety of groups within the U.S. were effected differently by programs created to end the Great Depression 		<ul style="list-style-type: none"> How did Roosevelt’s New Deal program both aided and hurt recipients of government assistance? What Americans benefited from the New Deal? Who was left out? Did Roosevelt’s New Deal programs serve to end the Great Depression as much as the arrival of World War II? 		
ESSENTIAL LEARNING				
AZ Standards	Knowledge	Skills	Key Vocabulary	Examples of Instructional Practices
<p>Common Core Standards: <u>Reading Standards for Literacy</u></p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <p><u>Writing Standards for Literacy</u></p> <ul style="list-style-type: none"> Write arguments focused on <i>discipline-specific content</i>. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<ul style="list-style-type: none"> Explain the details and impact of the “alphabet agencies” developed under Roosevelt Understand the difference between the First New Deal and the Second New Deal Comprehend the basics of Keynesian economic theory and its relevance to the Great Depression Describe the political climate following the Great Depression Explain the rise of populism during this era 	<ul style="list-style-type: none"> Understand the causes of the stock market crash and the Great Depression Describe the effect of Roosevelt’s desire to balance the federal budget during the Great Depression Explain Roosevelt’s impetus for instituting the Second New Deal Understand the difference in beliefs of Hoover and FDR. 	<ul style="list-style-type: none"> Great Depression stock market crash Dust Bowl buying on margin Hoovervilles breadlines New Deal Social Security Act National Recovery Act Tennessee Valley Authority (TVA) Agricultural Adjustment Act (AAA) Jane Addams Civilian Conservation Corp. (CCC) Franklin D. Roosevelt Eleanor Roosevelt Francis Perkins 	<p>Students complete Great Depression simulation game in (same or different sex) pairs. Couples must adhere to Great Depression era constraints while making economic and personal choices for survival.</p> <p>Have students examine liberal and conservative economic policies after taking a pre-test that quizzes them on their own beliefs.</p> <p>Students create a poem from the viewpoint of a variety of Americans during the Great Depression. Create a poster and present to the class their poem.</p> <p>Caption photographs taken from the Great Depression and New Deal.</p>

RESOURCES

Ronald Takaki, A Different Mirror.

Howard Zinn, A People's History of the United States,

Teaching Tolerance Perspectives: <http://perspectives.tolerance.org>

Of Mice and Men – (1992 version)

<http://www.sharemylesson.com/teaching-resource/great-depression-simulation-50010992/>

Photo Essay of the Great Depression <http://www.english.uiuc.edu/maps/depression/photoessay.htm>

Jacob Riis - Photography