

APPENDIX V – 132

TUSD CURRICULUM MAP-SOCIAL STUDIES

<p>Social Studies: Grade 11: Quarter 1</p>	<p>Topic: The Meeting of Three Cultures – Prehistory to Revolutionary War</p>
<p>* Themes:</p> <p>Interaction with Environment</p> <ul style="list-style-type: none"> An agricultural revolution led to the first civilizations in Mesoamerica, whose people built large, elaborate cities. Economic difficulties in Europe, the desire to acquire raw materials, and religious tensions all caused Europeans to become interested in the Americas. European contact with Indigenous Americans and Africans had catastrophic consequences that outweigh any benefit the European nations received The ecosystem and population of the Americas was tremendously altered by European settlement. <p>Politics</p> <ul style="list-style-type: none"> The collision of these three cultures caused an enormous change to the Peoples of America and Africa. 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 rule of monarchy was replaced with the colonial elite while maintaining the status quo of limited citizenship based upon property, gender and race. 	<p>Culture</p> <ul style="list-style-type: none"> The native people of Africa, America, and Europe were distinct peoples with cultures reflective of the geography of the region inhabited. African, American, and European society have different advancements and achievements throughout history. Conflicting ideas and societal norms led to different cultures coming into conflict with one another. Puritans and other religious dissidents came to the Americas because they felt the Church of England was too close to Catholicism. 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. Oppressed and enslaved people as well as advocates of social, racial, and economic equality confronted inequalities and impacted the course of American history. 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
<p>ESSENTIAL QUESTIONS:</p> <p>How did pre-historic cultures of the North American continent and Africa differ from the Europeans whom they encountered?</p> <p>How did conflicting ideas about land and property ownership effect relations between Indigenous Peoples and European settlers?</p> <p>What developments made it possible for Europeans to begin exploring the world?</p> <p>Why did Europeans begin to acquire enslaved Africans?</p> <p>How did race, social class, and land ownership affect the North American British colonies?</p> <p>What influenced the colonists to begin questioning their roles as subjects of the British monarchy?</p> <p>What role did Native Americans, Africans, and women play in the American Revolution?</p> <p>How did the Americans fight a war without proper training or equipment?</p> <p>What major disadvantages did the British face in the American Revolution?</p> <p>How was slavery, sexism, racism, and religious oppression a factor in the cause of the Revolutionary War?</p>	<p><u>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</u></p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p>JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>AC.9-12.16 – I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p>
<p>Content Standards</p>	<p>Literacy Skills</p>
<p>Concept 2: Early Civilizations (SSHS-S1C2)</p> <p>PO 1. Describe Prehistoric Cultures of the North American continent:</p> <p>a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p> <p>Concept 5: Encounters and Exchange (SSHS-S2C5)</p>	<p><u>Reading Standards for Literacy</u></p> <p>11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.2 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>

<p>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</p> <p>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)</p> <p>PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>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</p> <p>PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).</p> <p>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</p> <p>PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p> <p>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</p> <p>PO 4. Analyze how the new national government was created:</p> <p>PO 6. Examine the experiences and perspectives of the following groups in the new nation: property owners, African Americans, Women, Native Americans, indentured servants</p>	<p>11-12.RH.4. 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> <p>11-12.RH.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><u>Writing Standards for Literacy.</u></p> <p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purposes, and audience.</p> <p>11-12.WHST.6. 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> <p>11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
Possible Activities and Readings	Possible Performance Assessments
<p>Activities:</p> <p>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.</p> <p>Analyze factors (e.g., social, biotic [living things], abiotic, [physical geography]) that affect human populations.</p> <p>Investigate the Doctrine of Discovery as a justification for European colonization of the Americas and its effect on indigenous people worldwide.</p> <p>Discuss how a nation’s self-interests are related to its worldview.</p> <p>Define the term “worldview” and apply it to the values and actions taken by Europeans, Indians, and Africans.</p> <p>Describe the factors that contributed to the variations between developing and</p>	<p>Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, and economic principles) are spread through cultural diffusion.</p> <p>Create a graphic organizer or map of the major Native American groups prior to European exploration.</p> <p>Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.</p> <p>Create an Indentured Servant contract from the perspective of a servant.</p>

developed regions in the colonies.
 Compare the characteristics and world views of the New England, Middle, and Southern colonies.
 Examine the experiences and perspectives of property owners, indentured servants, women, African Americans and Native Americans by 1750.
 Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).
 Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).
 Explain how the Doctrine of Discovery was used as a justification for European colonization of the Americas and its effect on Indigenous People worldwide.
 Distinguish between achieved and ascribed social stratification systems.
 Create a time line to record the major battles of the American Revolution and their outcomes.
 Use the rhetoric of abolition to write a persuasive letter to a friend about the absolute necessity of immediate emancipation.

Readings:

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>
 Ronald Takaki, *A Different Mirror*
 Howard Zinn, *A People's History of the United States*
 Trans-Atlantic Slave Voyages <http://www.slavevoyages.org/tast/index.faces>
 Race: The Power of an Illusion – Documentary Film
 Blasphemy – Alexie Sherman
 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)
 Elliot West, “American Indians”
 The Kingdom on the Waves – M.T. Anderson
 American Indians and African Americans of the American Revolution – through primary sources John Micklos

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 include land riots, slave revolts, indentured servant uprisings, and Native American revolts.

Investigate court cases and statues of Jamestown to answer the question of whether racism preceded slavery.

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.

Class debate centered on the Boston Tea Party. Debate whether the British soldiers were at fault or the colonists

Write a diary entry describing the Boston Tea Party from the British and the Colonial perspective.

Write from a colonial leader during the Revolution write a letter to convince a European nation to support the Americans in the war.

Explain the call for abolition and racial equality during the founding of the United States using the narrative and speeches from the late 18th century.

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.

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.

***Summative Assessment** 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.

* Priority Standard

** Anti-Bias Framework <http://perspectives.tolerance.org/?q=node/494>

TUSD CURRICULUM MAP-SOCIAL STUDIES

Social Studies: Grade 11: Quarter 2	Viewpoint: Multicultural	Topic: Westward Expansion, The Civil War, and
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	Industrialization
<p>* Themes:</p> <p>Interaction with Environment</p> <ul style="list-style-type: none"> Westward expansions resulted in an incredible growth of the American Nation Expansionism took place due to economic, political, social, and moral issues in America. The North had numerous industrial, transportation, and financial advantages that they utilized throughout the Civil War. Businesses grew at an astounding rate during the Gilded Age. <p>Politics</p> <ul style="list-style-type: none"> The issue of slavery in the territories came to dominate American political debate more and more in the 1840s and 1850s. The Union had economic advantages at the start of the Civil War, but was politically divided. State Rights was claimed to be a cause of the Civil War, but they key issue was the ending of Slavery. Women became a significant force in American politics as a result of the 19th Amendment during this era. The Supreme Court legitimized segregation under Plessy v. Ferguson. 	<p>Culture</p> <ul style="list-style-type: none"> 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. The Civil War was fought with huge, mostly volunteer armies equipped with new technologies. 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. Immigration on both costs from both Asian as well as European countries created strains and tensions throughout the country. Wealth was not equally divided and class divisions based on economics became more pronounced during the Gilded Age.
<p>ESSENTIAL QUESTIONS:</p> <p>How did U.S. policies affect American Indian nations and tribes? How was the idea of “benevolence” and “guardianship” used to justify domination? Why did some members of Lincoln’s own Republican Party disagree with him over the war? What compels a group of citizens to fight against their own government and people? Does equality depend upon government action? How does point of view impact the historical perspective of an event? What factors gave rise to trusts and corporations and the establishment then of monopolies? 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?</p>	<p><u>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</u></p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society. AC.9-12.16 – I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p>
<p>Content Standards</p>	<p>Literacy Skills</p>
<p>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) 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</p>	<p><u>Reading Standards for Literacy</u></p> <p>11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12.RH.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10)</p> <p>11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><u>Writing Standards for Literacy</u></p>

<p>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) Concept 7: Emergence of the Modern United States 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 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>11-12.WHST.1 Write arguments focused on <i>discipline-specific</i> content.</p> <p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>11-12.WHST.6. 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> <p>11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>11-12.WHST.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Possible Activities and Readings</p>	<p>Possible Performance Assessments</p>
<p>Activities: 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>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> <p>Summarize acts of violent oppression used to terrorize black communities into compliance with</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-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> <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>Jim Crow and white supremacy.</p> <p>Identify several key labor conflicts that gave rise to powerful unions</p> <p>Describe the rise of the Women’s suffrage movement in the 20th century</p> <p>List and explain the effects of various Jim Crow laws throughout the country</p> <p>Understand the various ways the federal government responded to immigration pressures during this period</p> <p>Relate how Nativists responded sometimes harshly to immigrants</p> <p>Describe the motivations, themes, and accomplishments of the Harlem Renaissance</p> <p>Readings:</p> <p>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 Ronald Takaki, A Different Mirror. Howard Zinn, A People’s History of the United States Bill of Rights in Action: Constitutional Rights Foundation Library of Congress – Civil War Photography http://www.loc.gov/pictures/collection/cwp/ National Archives: Freedmen’s Bureau http://www.archives.gov/research/african-americans/freedmens-bureau/ The Freedmen’s Bureau Online http://www.freedmensbureau.com/ In the Shadow of Wounded Knee - Alexandra Fuller National Geographic http://ngm.nationalgeographic.com/2012/08/pine-ridge/fuller-text Across Five Aprils – Irene Hunt The Kingdom on the Waves – M T Anderson To Be a Slave – Lester Julius Ida M. Tarbell - The woman who challenged big business – and won! – Emily Arnold McCully The Cost of Prosperity: Mass Consumption and Mass Production in the 1920s http://unveilinghistory.org/blog/lessons/the-cost-of-prosperity-mass-consumption-and-mass-production-in-the-1920s/ Smith, Mark. <i>Filthy Cities: Industrial New York</i>. BBC 2011. Documentary. Yueh, Linda. <i>Are we Living in the Second Gilded Age?</i>. BBC News, 15 May 2014. Web. http://www.bbc.com/news/business-27419853</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 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> <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> <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>Analyze 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> <p>Identify the major growth trends in motion throughout the 1800s that accelerated during the late 1800s and early 1900s: westward migration, industrialization, & immigration.</p> <p>Draw a parallel between repression experience by Native Americans in Indian schools with the prejudice against African Americans under segregation</p> <p>*Summative Assessment 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>
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* Priority Standard

TUSD CURRICULUM MAP-SOCIAL STUDIES

Social Studies: Grade 11: Quarter 3	Viewpoint: Multicultural	Topic: Emergence of a Modern Nation
<p>* Themes:</p> <p>Interaction with Environment</p> <ul style="list-style-type: none"> The New Manifest Destiny included the Caribbean and Pacific Rim – US wanted to increase its sphere of influence and control. The U.S. abandoned a path of isolationism to finally commit to fighting on the side of the Allies during WWI Both commerce and Christianity played major roles in the acquisition of new territories for the U.S. <p>Politics</p> <ul style="list-style-type: none"> Foreign policy was implemented to protect capitalist system and American economy. Progressives wanted to preserve democracy and capitalism by ridding both of their worse abuses In a race to catch up with their European allies, the U.S., during this period embarked on a plan of overseas expansion. 	<p>Culture</p> <ul style="list-style-type: none"> The Great Depression affected Americans from all backgrounds and levels of society. Participation in the First World War greatly changed the expectations of American citizens upon returning home. Roosevelt’s solutions to the Great Depression forever changed the relationship between the federal government and common citizens. 	
<p>ESSENTIAL QUESTIONS:</p> <p>What led the U.S. to particular regions of the globe when embarking on this period of expansionism?</p> <p>Does the United States provide the same rights and responsibilities to citizens of territories and protectorates as they do to states?</p> <p>How did the New Manifest Destiny define U.S. foreign policy?</p> <p>What social, political, and moral reforms were made during the Progressive Era?</p> <p>What U.S. interests were truly at stake in WWI?</p> <p>How did Roosevelt’s New Deal program both aided and hurt recipients of government assistance?</p> <p>What Americans benefited from the New Deal? Who was left out?</p> <p>Did Roosevelt’s New Deal programs serve to end the Great Depression as much as the arrival of World War II?</p>	<p><u>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</u></p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p>JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>AC.9-12.16 – I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p>	
<p>Content Standards</p>	<p>Literacy Skills</p>	
<p>Concept 7: Emergence of the Modern United States – 1875-1929 (SSHS-S1C7)</p> <p>PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <p>a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)</p> <p>Concept 7: Emergence of the Modern United States – 1875-1929 (SSHS-S1C7)</p> <p>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)</p> <p>Concept 8: Great Depression & WWII (SSHS-S1C8)</p> <p>PO 1. Describe causes and consequences of the Great Depression: d. changes in expectations</p>	<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 	

of government (e.g., New Deal programs)	<p>procedures/ experiments, or technical 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.
Possible Activities and Readings	Possible Performance Assessments
<p>Activities:</p> <p>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 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 Wilsons 14 points and the goal of the League of Nations 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</p> <p>Readings:</p> <p>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 Bronx Masquerade – Nikki Grimes Bengali Harlem and The Lost Histories of South Asian America – Vivek Bald Al Capone does my Shirts – Gennifer Choldenko 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 Of Mice and Men – (1992 version)</p>	<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> <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>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. Students then are assigned a random selection of three political cartoon related to the debate and 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> <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>

<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

Caption photographs taken from the Great Depression and New Deal.

***Summative Assessment:** Complete a research paper on the effectiveness of reform efforts for women's suffrage, examining different methods used by groups such as the NWP and NAWSA.

* **Priority Standard**

** **Anti-Bias Framework** <http://perspectives.tolerance.org/?q=node/494>

TUSD CURRICULUM MAP-SOCIAL STUDIES

Social Studies: Grade 11: Quarter 4	Viewpoint: Multicultural	Topic: World War II /American Society in the Post-War Era
<p>* Themes:</p> <p>Interaction with Environment</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 In the U.S., relative economic prosperity following WW II led to a population boom and an increased standard of living for most Americans. Federal policies favored both deregulation and deficit spending with an emphasis on increases for the military <p>Politics</p> <ul style="list-style-type: none"> Early in the war the U.S. interest were purely commercial and isolationist and that stance quickly shifted with the bombing of Pearl Harbor. 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 non-state players had a major impact of U.S. foreign policy 		<p>Culture</p> <ul style="list-style-type: none"> Native, Mexican, African, Jewish, and Japanese Americans all had vital contributions to the war effort both abroad and at home. 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. The country as a whole began a swing in favor of conservative ideals during this period that continued through the 21st century.
<p>ESSENTIAL QUESTIONS:</p> <p>Was isolationism too costly for the U.S. to practice at all?</p> <p>Was there a better solution to the division of Germany following WWII?</p> <p>Should the United States have used nuclear weapons on Japan?</p> <p>How did Americans from different backgrounds contribute to the war effort?</p> <p>What movements for Social Justice occurred after World War II?</p> <p>What role did Johnson’s Great Society ideals play in supporting a rising middle class?</p> <p>What was the long-term politic effect of several key assassinations of national leaders during this period?</p> <p>How did a fear of the Soviet Union continue to define U.S. foreign policy during this era?</p>		<p><u>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</u></p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p>JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>AC.9-12.16 – I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p>
<p style="text-align: center;">Content Standards</p>		<p style="text-align: center;">Literacy Skills</p>
<p>Concept 8: Great Depression & WWII (SSHS-S1C8)</p> <p>PO 2. Describe the impact of American involvement in World War II:</p> <p>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> <p>Concept 9: Postwar United States – 1945-1970s (SSHS-S1C9)</p> <p>PO 2. Describe aspects of American post-World War II domestic policy:</p> <p>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</p> <p>PO 3. Describe aspects of post World War II American society:</p> <p>a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g.,</p>		<p><u>Reading Standards for Literacy</u></p> <p>11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.2 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> <p>11-12.RH.4. 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> <p>11-12.RH.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><u>Writing Standards for Literacy.</u></p> <p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events,</p>

<p>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</p> <p>Concept 10: Contemporary United States – 1970s-Present (SSHS-S1C10)</p> <p>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.</p>	<p>scientific procedures/ experiments, or technical processes.</p> <p>11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purposes, and audience.</p> <p>11-12.WHST.6. 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> <p>11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p align="center">Possible Activities and Readings</p>	<p align="center">Possible Performance Assessments</p>
<p>Activities:</p> <p>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 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 Compare similarities and differences between the protest movements: women’s rights, civil rights, anti-war, farm workers 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 role America played. Examine the Pentagon papers and explain their significance upon release.</p> <p>Readings:</p> <p>Code Talker: a novel about the Navajo Marines of World War Two – Joseph Bruchac Brown Girl Dreaming – Jacqueline Woodson The 1964 Freedom Summer – Rebecca Felix 1954: the year Willie Mays and the first generation of black superstars changed major league baseball forever – Bill Madden Ask me no Questions – Marina Tamar Budhos Quicksand: HIV/AIDS in our World 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 Viva la Causa - http://www.tolerance.org/sites/default/files/kits/Viva Teachers Guide_web.pdf A Time For Justice – Film</p>	<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> <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>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>*Summative Assessment Complete a document based assessment using speeches and citations</p>

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	from different Civil Rights leaders to assess the methods, ideologies, and techniques used in the struggle for equal rights.
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* Priority Standard

** Anti-Bias Framework <http://perspectives.tolerance.org/?q=node/494>