
Curriculum Map for:

Prepared October 11, 2005 by

Prerequisites:

Scope:

Assessment:

Assessment comes in a variety of forms and wherever possible should be used to reflect and enhance the teaching and learning process that occurs in a classroom. Assessment should not be seen as a separate activity, but as an integral part of the teaching and learning process. Alternative assessments apply to any and all assessments that differ from multiple choice, timed, one-shot approaches that characterize most standardized and classroom assessment. Authentic assessments are assessments that engage students in applying knowledge and skills in the same way they are used in the real-world. Performance assessment is a broad term, encompassing many of the characteristics of both authentic and alternative assessments.

As this course of study demonstrates, it is clear that no single type of assessment could provide an accurate measurement of the learning experience. Students should have the best opportunity to demonstrate their understanding of the learning experience. Therefore, it is suggested that a variety of data gathering methods be used such as objective tests, observations, products, written reports, performances and a collection of student works.

The **TIME** column offers a suggested time-line so that all topics listed in the **CONTENT/SKILLS** column are feasibly met. It is understood that times will need adjustments as the course develops. The **APPLICATION/PROJECT IDEAS** column offers suggestions and sources for the teacher. This column should be updated periodically to keep current and as new ideas are generated. The **KEY IDEA/PERFORMANCE INDICATOR** column coordinates topics with the NYS standards.

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
20 Days	<p>Territorial expansion and slavery</p> <ol style="list-style-type: none"> 1. The secession of Texas, 1836 2. The Mexican War, 1846-1848 3. Oregon Territory 4. The westward movement and its effects on the physical, social, and cultural environments <p>B. The emotional impact of slavery</p> <ol style="list-style-type: none"> 1. <i>Uncle Tom's Cabin</i> 2. John Brown's raid on Harper's Ferry 3. Fugitive slave laws <p>C. Failure of political compromise</p> <ol style="list-style-type: none"> 1. Compromise of 1850 2. Kansas-Nebraska Act, 1854 3. Founding of the Republican Party, 1854-1856 4. <i>Dred Scott v. Sanford</i> (1857) 5. Lincoln-Douglas debate, 1858 6. Election of 1860 7. Firing on Fort Sumter, 1861 <p>A. The Presidency of Lincoln</p> <ol style="list-style-type: none"> 1. Personal leadership 2. Opposition 3. Emancipation Proclamation <p>B. Advantages and disadvantages of each side</p> <ol style="list-style-type: none"> 1. Advantages <ol style="list-style-type: none"> a. South <ol style="list-style-type: none"> 1) Military leadership 2) Commitment of people to preserve their way of life b. North <ol style="list-style-type: none"> 1) Effective navy 2) Larger army 3) Manufacturing 4) Agricultural 	<p>Ch 12 From Sea to Shining Sea p348-374</p> <ul style="list-style-type: none"> • Map Westward Ho! • Power Point Manifest Destiny <p>Ch 13 The Worlds of North and South p.376-399</p> <p>Ch 15 The Road to Civil War p.426-449</p> <ul style="list-style-type: none"> • Reenactment of Congress During Sectionalism • Group Work Topic Presentations of Compromises • Promise of American #3 p19-29 • Simulated Trial Fugitive Slave Law • Comparing Election Maps 1860/2004 <p>Ch 16 Torn By War p450-479</p> <ul style="list-style-type: none"> • Design Your Own Regimental Flag Project • Multiple Abilities Civil War Project • VCR New York State in the Civil War • Group Comparison Strengths of North and South • View Primary Source Documents and Maps • VCR Gettysburg • Simulated Trial Andersonville Prison Officials 	<p>Standard 1, 2</p> <p>Standard 1, 5</p> <p>Standard 1, 2, 3, 4, 5</p>

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	<p>5) Transportation system</p> <p>2. Disadvantages</p> <p>a. South</p> <p>1) Lacked manufacturing</p> <p>2) Lacked a navy</p> <p>3) Not prepared for war</p> <p>b. North</p> <p>1) Lacked quality military leadership</p> <p>2) Not prepared for war</p> <p>c. The military and political dimensions of the war</p> <p>3. Geographic factors influenced the war's progress and outcome—role of physical and other barriers</p> <p>4. Major campaigns evolved around a changing strategy on both sides</p> <p>5. Wartime problems and political issues</p> <p>6. Foreign policy maneuvering was crucial to the final outcome</p> <p>a. Seward's concern with Mexico</p> <p>b. Emancipation Proclamation as an element of foreign policy</p> <p>7. Technology of the war</p> <p>C. New York State in the Civil War</p> <p>1. Military role</p> <p>2. Political opposition in New York City</p> <p>3. Conscription laws and draft riots</p> <p>a. Undemocratic nature of the draft</p> <p>b. Conscription as a factor in racism</p>	<ul style="list-style-type: none"> • Cypher Blocks <p>Ch. 17 Rebuilding the Nation p.480-</p>	

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7 Days	<p>A. Preservation of the Union</p> <p>B. Abolition of slavery</p> <p>1. The Emancipation Proclamation</p> <p>2. Civil Rights and the 13th Amendment</p> <p>C. Political power and decision making</p> <p>1. Secession</p> <p>2. States' rights</p> <p>D. Reconstruction—theory, practice, and termination</p> <p>1. Lincoln's plan</p> <p>2. Johnson's plan and Congressional opposition resulted in his impeachment</p> <p>3. Congressional Reconstruction</p> <p>4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians</p> <p>5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery</p> <p>6. The official end of Reconstruction in 1877</p> <p>7. Segregation held legal: <i>Plessy v. Ferguson</i> (1896)</p> <p>E. The enormous human suffering and loss of life caused by the war</p>	<p>501</p> <ul style="list-style-type: none"> • Primary Sources 13th, 14th,15th Amendment • Compare Contrast Reconstruction Plans • <i>Plessy v. Ferguson</i> / <i>Brown v. Board of Ed.</i> • Promise of America p73-79 • WS 81 Analyzing the 14th Amendment • WS 17 Blanch Bruce 	Standards 1, 5

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	<p>1. Laissez-faire versus regulation</p> <p>2. Interstate commerce: state and national control</p> <p>3. Sherman Antitrust Act: bigness as a threat</p> <p>E. Changing patterns of agricultural organization and activity in the United States and New York State</p> <p>1. Unprecedented growth in agriculture</p> <p>2. Changes in the methods of production and distribution of farm products—spatial distribution of economic activities</p> <p>3. Efficient use of resources combined with competition and the profit motive to improve methods of production</p> <p>F. Occurrence of many significant and influential changes</p> <p>1. Communities grew in size and number</p> <p>2. Interdependence increased</p> <p>3. Decision-making procedures changed</p> <p>4. Technology advanced</p> <p>5. Adaptation of, rather than to, the environment—human modifications of the physical environment</p> <p>6. Perceptions of time became more formal, e.g., railroad schedules</p> <p>7. Political machines influenced daily life</p> <p>G. The response of labor to industrialization</p> <p>1. Industrialization created a larger workforce and more complex work</p> <p>2. Working conditions underwent extensive change, which often placed hardships on the workers;</p>		

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	<p>roles of women, children, minorities, disabled changed</p> <p>3. Early attempts to unionize the workforce met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World</p> <p>4. Roots of modern labor unionism, e.g., the American Federation of Labor</p> <p>5. Labor as a reform movement in other aspects of society</p> <p>H. The response of the farmer to industrialization</p> <p>1. Expanding agricultural production and railroads</p> <p>2. Cheap money and high railroad rates</p> <p>3. The Grange and state reforms</p> <p>4. The Populist movement</p> <p>5. The closing of the frontier—limitations of physical environment</p> <p>A. Social ills</p> <p>1. The Muckrakers—exposing corruption and abuses in industry, government, and urban living conditions</p> <p>2. Fighting racial discrimination, e.g., the formation of the NAACP</p> <p>3. Temperance and prohibition</p> <p>4. Settlement houses</p> <p>B. Efforts to reform government and politics</p> <p>1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election</p> <p>2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs</p> <p>3. The Socialist Party challenges the political establishment</p>	<p>CH 21 Progressives and Reformers p.592-619</p> <ul style="list-style-type: none"> • Promise of America p.138-151 • Reading Who Shot President Garfield • VCR A&E Theodore Roosevelt • Dr. Seuss' The Lorax • Upton Sinclair's The Jungle • Readings Carrie Nation 	<p>Standards 1, 4, 5</p>

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	<p>4. Direct election of Senators—the 17th Amendment</p> <p>5. Women’s suffrage—the 19th Amendment</p> <p>C. Economic reform efforts</p> <p>1. L a b o r- related legislation, e.g., minimum wage laws, workmen’s compensation insurance, safety regulations, child labor laws</p> <p>2. Prosecuting trusts</p> <p>3. Government regulation of the railroads</p> <p>4. The Federal Reserve Act</p> <p>5. Graduated income tax—the 16th Amendment</p>		

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12 Days	<p>A. The immigration experience</p> <ol style="list-style-type: none"> 1. Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time 2. Differences were based on national origins, cultural patterns, and religion 3. Similarities included motivations for coming and patterns of community settlement 4. Initial clashes ended in varying degrees of acculturation 5. Occupational and political experiences varied <p>B. Case studies of the immigrant experience in the United States and New York State—population characteristics</p> <ol style="list-style-type: none"> 1. A comparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions 2. Immigrants as rural settlers in the Midwest 3. The Chinese experience in the Far West 4. Mexicans in the Southwest 5. New York City’s ethnic neighborhoods 6. French-Canadian settlement in northern New York State 7. Immigration patterns and experiences throughout New York State 8. Irish immigration: Mass starvation in Ireland, 1845-1850 9. Immigrants in the local community <p>C. Legal basis for citizenship in the United States</p>	<p>Chapter 20 A Diverse Nation pg560-587</p> <ul style="list-style-type: none"> • Compare/Contrasts immigration of past and present including countries of origin, reasons for emigration, and degree of acceptance by Americans • Investigate the steps of becoming a US citizen - US Citizenship Test • Immigration Report • VCR The Immigrant Experience The Long, Long, Journey • VCR The Golden Door • Building of the Statue of Liberty • Emma Lazarus The New Colossus Poem • WS An American in the Making • WS 20 Using a Special Purpose Map Urbanization • Angel Island v. Ellis Island 	Standards 1, 2, 3, 4, 5

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
	<p>1. Citizenship by the “law of the soil”</p> <p>2. Citizenship by birth to an American parent</p> <p>3. Citizenship through naturalization</p> <p>D. Responsibilities of citizenship</p> <p>1. Civic: Acitizen should be:</p> <p>a. Knowledgeable about the process of government</p> <p>b. Informed about major issues c. Aparticipant in the political process</p> <p>2. Legal: Acitizen should:</p> <p>a. Be knowledgeable about the law</p> <p>b. Obey the laws</p> <p>c. Respect the rights of others</p> <p>d. Understand the importance of law in a democratic society</p> <p>3. The changing role of the citizen</p> <p>E. America becomes an increasingly mobile society</p> <p>1. Motivated by new economic opportunities 2. Changing patterns of movement, e.g., blacks begin to move North</p> <p>3. Westward settlement</p> <p>4. The disappearance of the frontier—physical limits of geography</p> <p>F. America developed as a consumer society</p> <p>1. Improved standard of living increased consumption</p> <p>2. Greater variety of goods available</p> <p>3. Continually rising expectations</p> <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <p>1. Greater variety of leisure activities became available as less time was spent on work</p> <p>2. Leisure activities reflected general characteristics of modern</p>		

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	society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts		

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	<p>III. THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY,</p> <p>I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand how and why the United States grew during the 19th century 2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - What were the causes and effects of United States involvement in foreign affairs at the turn of the 20th century? - What were the domestic and foreign issues of this time period? <p>government, and urban living conditions</p> <ol style="list-style-type: none"> 2. Fighting racial discrimination, e.g., the formation of the NAACP 3. Temperance and prohibition 4. Settlement houses <p>B. Efforts to reform government and politics</p> <ol style="list-style-type: none"> 1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election 2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs 3. The Socialist Party challenges 		

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	<p>EMPIRE, continued</p> <p>3. To describe the reasons for periodizing history in different ways</p> <p>4. To understand the relative importance of United States domestic and foreign policies over time</p> <p>5. To analyze the role played by the United States in international politics, past and present</p> <p>6. To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts</p> <p>Content Outline:</p> <p>A. Growth of imperialist sentiment was caused by several factors</p> <p>1. A belief that the nation had a right to the land, i.e., Manifest Destiny—“people’s differing perceptions of places, people, and resources”</p> <p>2. Perceived moral obligations to extend America’s way of life to others, i.e., ethnocentrism and racism</p> <p>3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places</p> <p>4. Increased foreign trade led to a growing interest in gaining control over some foreign markets</p> <p>5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States</p> <p>6. Developing technology in transportation and communication contributed to American</p>	<p>Chapter 22 Expanding Overseas p.620-643</p> <ul style="list-style-type: none"> • VCR Quiz A&E Teddy Roosevelt • Chapter 22 Study Guide p.592-619 • Reading The Destruction of the Maine • WS 103 Spanish-American War:Comparing Points of View • Promise of America p.84-107 • Chapter 22 Study Guide p.620-645 • Biography Prince Kuhio • WS Battle Scenes and Sentiments 	

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	<p>expansion potential—the importance of location and certain physical features</p> <p>B. The Spanish-American War signaled the emergence of the United States as a world power</p> <p>1. The war’s origins lay in Cuban attempts to gain freedom from Spain</p> <p>2. Concerns of the United States, 1,2,4,5 1,2,5</p> <p>Nationalism Imperialism Scarcity Power Nationalism Imperialism Power</p> <p><i>74</i></p> <p>I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE, continued</p> <p>i.e., pro-expansionist sentiment, Cuba’s location, Spanish tactics</p> <p>3. Newspapers shaped public opinion over the Maine incident—“yellow journalism”</p> <p>4. Conduct of the war created domestic and international problems</p> <p>5. Opposition to American imperialist</p>		

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	<p>movement</p> <p>C. Victory in the Spanish-American War created a need for a new foreign policy</p> <ol style="list-style-type: none"> 1. Acquisition of land far from America's shores—importance of resources and markets 2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy 3. Actions created conflict with Filipinos and Japanese <p>D. United States policies in Latin America</p> <ol style="list-style-type: none"> 1. The United States attempted to control a number of locations in Latin America for economic and political reasons 2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal 3. Armed intervention in Latin America 		

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	<p>THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I 2. To describe the reasons for periodizing history in different ways 3. To understand the relative importance of United States domestic and foreign policies over time 4. To analyze the role played by the United States in international politics, past and present 5. To describe the relationships between people and environments and the connections between people and places <p>Content Outline:</p> <p>A. United States policy on noninvolvement in European political affairs was based on a number of factors</p> <ol style="list-style-type: none"> 1. Tradition dating back to the earliest days of the country 2. Focus on the international problems of the new nation 3. Recognition of United States military unpreparedness 4. Impacts of geography (e.g., location, resources) on United States foreign policy <p>B. Pre-World War I involvements</p> <ol style="list-style-type: none"> 1. Application of the Monroe Doctrine to the Western Hemisphere 2. Threats to American foreign trade 3. Roosevelt's Treaty of 	<p>Chapter 23 World War I p.646-675</p> <ul style="list-style-type: none"> • WS Over There p.661-666 • WWI Propaganda Posters • VCR Lost Battalion • Create a timeline that indicates periods of US isolationism and foreign involvement from 1900-the present • Map Skills Show allied and Central powers 	

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	<p>Portsmouth</p> <p>C. World War I occurred as a result of international problems</p> <ol style="list-style-type: none"> 1. Intense nationalism 2. Power struggles among European nations 3. A failure of leadership 4. European alliances <p>D. Events led to United States involvement in World War I</p> <ol style="list-style-type: none"> 1. The American people were divided in ways that made involvement difficult <p>1,2,3 1,2 1,2,5 1,2,4,5</p> <p>C h o i c e E n v i r o n m e n t a n d S o c i e t y I n t e r d e p e n d e n c e N a t i o n a l i s m P o w e r I n t e r d e p e n d e n c e S c a r c i t y D e c i s i o n M a k i n g</p> <p>76</p> <ol style="list-style-type: none"> 2. Fear that United States involvement would increase intolerance at home 3. Initial attempts to follow traditional policy of neutrality failed 4. Unwillingness of warring nations to accept President Wilson as a mediator 5. England was a major United States trade partner 6. Despite varied ethnic backgrounds 		

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	<p>in the United States, leaders felt closer to the English than to the Germans</p> <p>7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships</p> <p>8. Recognition that the United States would have no say at any peace conference if it remained neutral</p> <p>E. The United States entered the war</p> <p>1. Combining new technology with old strategies e.g., chemical warfare led to the death of millions</p> <p>2. The war was supported by the majority of Americans</p> <p>3. The war effort created changes on the home front, e.g., economic controls, the role of women in the workforce, black migrations to the North, and attempts to organize labor to improve conditions</p> <p>4. War promoted intolerance, e.g., the Espionage Act of 1917 and the Sedition Act of 1918; “hyphenated Americans” have their loyalty questioned</p> <p>F. The United States and the peace negotiations</p> <p>1. Wilson’s failed attempts to establish leadership with his Fourteen Points</p> <p>2. Senate opposition to the League of Nations</p> <p>3. The Versailles Treaty</p> <p>G. The Bolshevik Revolution</p> <p>1. Effect of World War I</p> <p>2. Civil war in Russia</p> <p>3. Western intervention</p> <p>4. Threat of international communism</p>		

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	<p>THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the economic, social, and political development of America in the period between World War I and World War II 2. To understand the relative importance of United States domestic and foreign policies over time 3. To analyze the role played by the United States in international politics, past and present 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services <p>Content Outline:</p> <p>A. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> 1. End of reform era 2. The rise of organized crime 3. Economic, social, political effects <p>B. The Republican decade</p> <ol style="list-style-type: none"> 1. Political developments <ol style="list-style-type: none"> a. Back to “normalcy”; the election of 1920 b. Scandals c. Coolidge: austerity and integrity d. Government and business: laissez-faire and protection e. Election of 1928 <p>C. Relative isolation of the United States in world political affairs</p>	<p>Chapter Chapter 24 The Jazz Age p.678-703</p> <ul style="list-style-type: none"> • WS 111 Changing Ways of Life • WS 99 Victories for Women • 1920-1929 Timeline Project • KWL Sacco & Vanzetti, Scopes Trial, KKK Readings • Peer Evaluation on Intolerance Readings • Research List Illustrate the firsts of the 1920s e.g. First transatlantic flight • Section 4 Study Guide Roaring 20’s 	

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	<p>1. General policy of noninvolvement in European affairs; the League of Nations controversy</p> <p>2. Limited participation in international activities</p> <p>a. World Court</p> <p>b. Naval disarmament 1924</p> <p>c. Efforts for peace; Kellogg-Briand Pact, 1928</p> <p>d. Postwar reparation talks</p> <p>1,4,5</p> <p>1,5</p> <p>1,2,3,4</p> <p>Culture</p> <p>Needs and Wants</p> <p>Decision Making</p> <p>Choice</p> <p>Government</p> <p>Interdependence</p> <p>Movement of People and Goods</p> <p>Human Systems</p> <p>Scarcity</p> <p>I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD, continued</p> <p>78</p> <p>e. Relief efforts in Europe</p> <p>3. Expansion of international trade and tariffs</p> <p>4. Restrictions on immigration, e.g., Quota Act, 1924</p> <p>D. Arising standard of living resulted in the growth of a consumer economy</p>		

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	<p>and the rise of the middle class</p> <ol style="list-style-type: none"> 1. Increase in single-family homes; move to nuclear families 2. Emergence of suburbs 3. Spread of middle-class values 4. Increased use of credit <p>E. Changes in the workplace</p> <ol style="list-style-type: none"> 1. Shift from agrarian to industrial workforce 2. Lessened demand for skilled workers 3. Working conditions and wages improved 4. Increase in white-collar employees 5. Women continued to increase their presence in the workforce <p>F. Problems developed in the midst of unprecedented prosperity</p> <ol style="list-style-type: none"> 1. Not all groups benefited equally <ol style="list-style-type: none"> a. Low farm prices b. High black unemployment c. Millions of poor 2. New trends conflicted with tradition 3. Environmental balance was jeopardized <p>G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions</p> <ol style="list-style-type: none"> 1. Restrictions on immigration 2. Black migration to Northern cities 3. Growth of organizations to fight discrimination; e.g., NAACP 4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance 5. Generational conflicts 6. Widespread emergence of retired workers 7. Right-wing hate groups <p>1,4</p>		

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
	<p>4 3,4 1,5 Urbanization Belief Systems Factors of Production Factors of Production Enviroment Diversity Movement of People and Goods Justice</p> <ul style="list-style-type: none"> • Compare and contrast trends described in this section (i.e., rising standard of living, changes in the workplace, immigration, use of leisure time) with similar trends in the late-19th century. • Using advertisements, determine what consumer goods a family of the 1920s would have owned. • Make a chart of the percentage of people in farming and nonfarming occupations from 1840 to 1930. Determine the trend. • How did the plight of farmers foreshadow the Great Depression? • Essay topic: How were the 1920s an age of intolerance toward immigrants and African-Americans? • Defend the statement: Not all Americans enjoyed the fruits of economic prosperity during the 1920s. • Research the writings of such African-American writers as Claude McKay, Countee Cullen, James Weldon Johnson, and Langston Hughes. <p>79 I. THE ROARING TWENTIES</p>		

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	<p>REFLECTED THE SPIRIT OF THE POSTWAR PERIOD, continued</p> <p>H. New ideas about the use of leisure time emerged</p> <ol style="list-style-type: none"> 1. Impact of the automobile: Henry Ford 2. Organized sports: Babe Ruth 3. Search for heroes and heroines: Lindbergh, Amelia Earhart 4. Motion pictures 5. Popular literature 6. Fads and fashion 7. Changes in social behavior <p>I. The stock market crash marked the beginning of the worst economic time the country has ever known</p> <ol style="list-style-type: none"> 1. National prosperity had been structured on the investments of the wealthy 2. There were problems with the economic structure 3. People lost faith in the system 4. The government was unwilling or unable to correct the downturn 5. The economic depression that followed was the worst in our history 		

TIME	CONTENT/SKILLS	APPLICATIONS/PROJECT IDEAS	KEY IDEA/PERFORM INDICATOR
	<p>THE GREAT DEPRESSION</p> <p>Objectives:</p> <p>1 . To understand the economic, political, and social impacts of the Great Depression on the United States</p> <p>2 . To understand the economic, political, and social changes that took place in the world during the 1930s</p> <p>3 . To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</p> <p>4 . To understand how scarcity requires people and nations to make choices that involve costs and future considerations</p> <p>5 . To evaluate economic data by differentiating fact from opinion and identifying frames of reference</p> <p>ESSENTIAL QUESTIONS:</p> <p>- Why did the crash of the market affect those who did not own stock?</p> <p>- How did the concept of checks and balances relate to the New Deal?</p> <p>- How was New York a model for federal programs?</p> <p>- What parts of the New Deal legislation are still in effect today?</p> <p>6 . To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p> <p>Content Outline:</p> <p>A . Contributing factors</p> <p>1 . Economic growth declined during the late 1920s</p> <p>2 . Stock purchases were made on margin/credit</p> <p>3 . Corporations and individuals became overextended</p>	<p>Chapter 25 Depression and the New Deal P.706-733</p> <ul style="list-style-type: none"> • 3 Rs WS • Critics of FDR Readings, Fr.Coughlin, Huey Long, Dr. Francis Townsend • Dust Bowlers on the Move • FDR Political Cartoon Evaluation • Power Point Project Hooverilles • VCR Quiz 1930-1939 • Pump Priming vs. Trickle Down • Make a cultural scrapbook incorporating literature, music and art from the 1930s • Venn Diagram comparing Hitler's and FDR's programs for dealing with Depression 	

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	<p>4 . The stock market crash led to a cycle of low demand and high unemployment</p> <p>B . Responses to deepening economic woes</p> <p>1 . Hoover administration response: too little, too late</p> <p>2 . Local and State actions</p> <p>a . Soup kitchens and outstretched hands</p> <p>b . A modified “new deal” in New York</p> <p>3 . Election of 1932; question of confidence</p> <p>C . The New Deal</p> <p>1 . Psychological boost; FDR at the fireside</p> <p>2 . Relieving human suffering; providing for dignity and jobs</p> <p>3 . Helping business and industry recover</p> <p>4 . Adjusting the economic system to prevent recurrence</p> <p>a . Government regulation of business and banking</p> <p>b . Instituting Social Security</p> <p>c . Providing a guaranteed labor voice: the Wagner Act</p> <p>5 . Other voices</p> <p>a . Court-packing scheme</p> <p>b . Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, communism</p> <p>1) The economics of war versus depression conditions; climbing out of depression and into war</p> <p>D . Effects on work, family, and communities</p> <p>1 . Even though unemployment reached new heights, most people</p>		

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	<p>continued to hold jobs but at reduced hours and lower wages</p> <p>2 . The loss of jobs fell unequally on women, blacks, and the unskilled</p> <p>3 . The threat of possible job loss was a psychological strain on those who were employed</p> <p>4 . Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father</p> <p>5 . Charities' resources were inadequate</p> <p>6 . Local communities attempted to meet the needs of their people</p> <p>7 . The Dust Bowl and the Okies—human modification of the physical environment</p> <p>E . The cultural environment during the Great Depression</p> <p>1 . The times were reflected in the arts and literature</p> <p>2 . Escapism was popular in fiction and the cinema</p> <p>3 . Many works of social commentary and criticism appeared</p> <p>4 . Federal government supported the arts through the Works Project Administration (WPA)</p> <p>F. Effects of the Great Depression on industrialized Europe</p> <p>1 . Trade and loans tied Western economies together</p> <p>2 . The Great Depression followed similar patterns in affected nations</p> <p>a . Tighter credit</p> <p>b . Business failures</p> <p>c . Decreased money supply</p> <p>d . Lower demand</p> <p>e . Lower production</p>		

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	<p>f . W i d e s p r e a d u n e m p l o y m e n t</p> <p>3 . D e v e l o p i n g t o t a l i t a r i a n r e s p o n s e s : G e r m a n y , I t a l y ,</p> <p>1,4</p> <p>3</p> <p>1,5</p> <p>1,2,4</p> <p>2,5</p> <p>Change</p> <p>Scarcity</p> <p>Needs and Wants</p> <p>Environment and Society</p> <p>Culture</p> <p>Government</p> <p>I n t e r d e p e n d e n c e</p> <p>S c a r c i t y</p> <p>N a t i o n a l i s m</p> <p>C h a n g e</p> <p>Political Systems</p> <p>82</p> <p>Spain, Japan; intensified communism characterized by:</p> <p>a . O n e - p a r t y g o v e r n m e n t s h e a d e d b y a s t r o n g i n d i v i d u a l</p> <p>b . A r m i e s a n d p o l i c e f o r c e s f o s t e r e d n a t i o n a l g o a l s a n d e l i m i n a t e d o p p o s i t i o n</p> <p>c . U s e o f p r o p a g a n d a i n t h e m e d i a a n d s c h o o l s t o s u p p o r t n a t i o n a l g o a l s</p> <p>d . A r t a n d l i t e r a t u r e w e r e u s e d t o e n d o r s e o f f i c i a l p o l i c i e s i n t o t a l i t a r i a n c o u n t r i e s</p> <p>G . E u r o p e a n c o n f l i c t s r e s u l t e d i n s e v e r a l b a s i c p r o b l e m s f o r U n i t e d S t a t e s p o l i c y m a k e r s</p> <p>1 . T h e q u e s t i o n o f w h e t h e r t o s h i f t f o c u s f r o m d o m e s t i c p r o b l e m s t o f o r e i g n p o l i c y</p>		

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	<p>2 . Issue of neutrality versus the growing power of totalitarian states</p> <p>3 . Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs</p>		

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	<p>WORLD WAR II</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand why World War II began and how it changed the lives of millions of people 2. To be aware of the much different world left as a legacy of World War II 3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - How did the Versailles Treaty lead to World War II? - How could the use of the first atomic bomb be considered a turning point in United States history? - Why is World War II considered a “total war” affecting all aspects of American life? <ol style="list-style-type: none"> 4. To understand the relative importance of United States domestic and foreign policies over time 5. To analyze the role played by the United States in international politics, past and present 6. To describe historic events through the eyes and experiences of those who were there <p>Content Outline:</p> <ol style="list-style-type: none"> A. Origins of the war <ol style="list-style-type: none"> 1. The Versailles Treaty 2. The Great Depression 3. Rise of totalitarianism; expansionism and persecution 	<p>Chapter 26 World War II p.734-761</p> <ul style="list-style-type: none"> • WS War Clouds Gather • Packet p.204-209 • WS The Axis Advance • WS 119 WW II in Europe Map Skills • Faces of War Oral Presentation • Holocaust Readings • Unit 731 Readings • Life Magazine Project • WS Battle for a Pacific Island • Jewish Resistance • Compare and Contrast the Origins of WW I and WW II • Band Brothers • WORLD WAR II POWERPOINT PROJECT • NUREMBERG TRIAL -- Setup a mock trial in the classroom. 	

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	<p>4. The rearming of Germany</p> <p>5. Isolationism</p> <p>6. Failure of the League of Nations</p> <p>B. Prewar alliances</p> <ol style="list-style-type: none"> 1. Axis powers 2. Allied powers 3. Role of the United States <p>C. Failure of peace</p> <ol style="list-style-type: none"> 1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia 2. Appeasement; Chamberlain in Munich 3. German attack on Poland; World War II begins 4. United States role to 1941—guarded isolation, aid to allies <p>D. The United States in World War II</p> <ol style="list-style-type: none"> 1. Japanese attack on Pearl Harbor 2. Atwo-front war <ol style="list-style-type: none"> a. Europe—Eisenhower b. Pacific—MacArthur E. New aspects of the war <ol style="list-style-type: none"> 1. German blitzkrieg 2. Aerial bombing 3. New technology and its impact on people and the physical environment 4. Atomic bomb—the Manhattan Project 5. The Nazi Holocaust 6. Concept of unconditional surrender <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>Change</p> <p>Choice</p> <p>Interdependence</p> <p>Change</p>		

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	<p>Choice Change Science and Technology Empathy</p> <p>F. The home front 1. Total mobilization of resources 2. Rationing 3. Role of women 4. War bonds 5. Internment to incarceration of Japanese-Americans 6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt’s Executive Order 8802</p> <p>G. End of the war 1. Allied agreement—Yalta Conference 2. Defeat of Germany 3. Defeat of Japan</p> <p>H. Impact of the war 1. Entire countries were physically and demographically devastated— effects of physical and human geographic factors 2. Millions of families suffered the loss of loved ones 3. The Nazi Holocaust—Hitler’s “Final Solution”; worldwide horror; human rights violations 4. United States response to the Holocaust: Fort Ontario; Oswego, New York 5. The Nuremberg Trials 6. Global impact; rise of nationalism in Africa and Asia 7. Advent of the United Nations</p>		

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	<p>THE UNITED STATES AS LEADER OF THE FREE WORLD</p> <p>A. Role of the United Nations</p> <ol style="list-style-type: none"> Human rights issues; United Nations Universal Declaration of Human Rights (1948)—role played by Eleanor Roosevelt on the United Nations Commission on Human Rights Actions of the United Nations to promote peace <p>B. United States and the Soviet Union emerge as world leaders</p> <ol style="list-style-type: none"> The Cold War Truman Doctrine and Marshall Plan Alliance systems: e.g., NATO, Warsaw Pact <p>C. Communist expansion leads to United States policy of containment</p> <ol style="list-style-type: none"> In Europe: Berlin airlift, Berlin Wall In Asia: Communist China, Korean War In Latin America: Cuban missile crisis In Southeast Asia: Vietnam War <p>D. Superpower rivalry</p> <ol style="list-style-type: none"> The spread of nuclear weapons The arms race From Sputnik to astronauts on the Moon 	<p>Vocabulary Builder: Section 1</p> <p>History and Geography Activity: cold war in Europe.</p> <p>Biography Activity: Jackie Robinson</p> <p>Primary Source Activity: Remembering Jim Crow</p> <p>Literature Activity: Use pieces from <i>Animal Farm</i> by George Orwell.</p> <p>Primary Source Activity: Americans’ reactions to McCarthyism</p> <p>PPT: Cold War</p> <p>Interdisciplinary Project on the Cold War.</p> <p>Inquiry Model (Adapted): Introduce the topics/ideas/concepts of the Cold War.</p> <p>Construct a “flip-book” using the important facts, concepts, and themes of the Cold War.</p> <p>Primary Source Reading (declassified information) on the Cuban Missile Crisis.</p> <p>Movie: The Cold War Years (from PowerMediaPlus.com)</p>	

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	<p>THE UNITED STATES IN A POST COLD WAR WORLD</p> <p>A. Shifting foreign policies help lead to the end of the Cold War</p> <ol style="list-style-type: none"> 1. Detente and arms control beginning with President Nixon 2. Military buildup and treaties to bring about reductions 3. Fall of the Berlin Wall (1989) and the collapse of the Soviet Union <p>B. The United States seeks a new role in the world</p> <ol style="list-style-type: none"> 1. Arab-Israeli conflicts; Camp David Accord 2. Persian Gulf War 3. Peacekeeping missions; Somalia, Bosnia <p>C. Western Hemisphere relations</p> <ol style="list-style-type: none"> 1. Economic competition and cooperation: NAFTA 2. Immigration patterns between the United States and Mexico, Latin America 3. Spread of democratic principles in Latin America <p>A . Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> 1 . Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment 2 . Number of service jobs, women in the workforce increased 3 . Poverty continued to exist in the midst of plenty <p>B . Families and communities underwent significant changes</p> <ol style="list-style-type: none"> 1 . Postwar baby boom had major effects on social and economic decisions made by families 	<p>HISTORY THROUGH MUSIC PROJECT: Have students research the 1960s-1970s using their favorite musical artist of the time. Essay format.</p> <p>Movie: “Who Killed JFK?”</p> <p>Vietnam War: WEBQUEST</p> <p>Biography Activity: Thurgood Marshall</p> <p>Primary Source Activity: “My Soul Looks Back in Wonder.”</p> <p>INTERDISCIPLINARY: The Watsons Go to Birmingham—1963 (They read this in English this year)-- use bits and pieces and review Civil Rights movement in social studies class.</p> <p>History and Geography: The Freedom Rides</p> <p>Biography Activity: MLK Jr and Malcolm X</p>	

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	<p>2 . G rowth of suburbs paralleled by movement from major cities</p> <p>3 . E ffect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work</p> <p>C . Civil rights movement placed focus on equality and democracy</p> <p>1 . Important executive and judicial decisions supported equal rights</p> <p>2 . <i>B r o w n v. Board of Education of To p e k a</i> (1954) overturned legal basis of segre g a t i o n</p> <p>3 . Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for A f r i c a n - A m e r i c a n s</p> <p>4 . Women, Native A m e r i c a n Indians, and others also sought g reater equality</p> <p>5 . S u p r e m e Court moved to p r o t e c t individual rights: <i>M i r a n d a v. A r i z o n a</i> (1966), <i>T i n k e r v. Des Moines Independent School District</i> (1 9 6 9)</p> <p>D . Self-confidence of early postwar years eroded by series of events</p> <p>1 . Assassinations of major leaders: K e n n e d y, King</p> <p>2 . Nation split over involvement in Vietnam Wa r</p> <p>3. Groups in society turn to violence to reach their goals</p> <p>4. Resignation of President Nixon</p> <p>5. Oil crisis and skyrocketing Inflation</p>	<p>Movie: The Vietnam Years</p> <p>Time Article: The Watergate Scandal</p> <p>History and Geography: The Vietnam War</p> <p>Economics and History Activity: making Economic Tradeoffs</p> <p>Using Primary Sources: Oral Histories and Personal Memoirs—Vietnam War Vets</p> <p>Primary Source Activity: Nixon’s Resignation Speech</p> <p>Political Cartoon Activity: Analyze Watergate through the use of Political Cartoons</p>	

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	<p>UNITED STATES BEGINS A NEW CENTURY</p> <p>A. The United States competes in a world economy</p> <ol style="list-style-type: none"> 1. Competition from Europe, Asia, rest of Western Hemisphere 2. Effects on economy of the United States <p>B. Federal and state governments reevaluate their roles</p> <ol style="list-style-type: none"> 1. Fiscal and monetary policies: taxation, regulation, deregulation 2. Social programs: health, welfare, education <p>C. Technology changes: the home and the workplace</p> <p>D. Old and new problems must be addressed</p> <ol style="list-style-type: none"> 1. Violent crime and substance abuse 2. Protection of the environment 3. Growing number of elderly Americans 4. The continuing struggle for economic and social justice for all citizens 5. Balancing the ideals of national unity with growing cultural diversity 6. Civic and legal responsibilities of citizenship 	<p>Primary Source Activity: Rights for Women</p> <p>Political Cartoon (37): Reaganomics</p> <p>Trickle-Down Economics Activity</p> <p>History and Geography: Break up of the Soviet Union, 1991.</p> <p>Political Cartoon Activity: Clinton’s legacy.</p> <p>Literature Activity: September 11th attacks through literature.</p> <p>Primary Source Data: September 11th attacks through pictures and cartoons.</p> <p>Economics and History Activity: inflation and unemployment.</p>	

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