### Reading Focus: Informational

### Writing Focus: Informative/Explanatory

### Unifying Concept:
CONVERGING CULTURES, REVOLUTION, AND CREATING A CONSTITUTION

#### Quarter 1

##### Big Ideas

**Enduring Understandings:**
- Conflict can be a result of a perceived need for political, economic, or social change by a population.
- The principles and institutions of a government reflect societal beliefs about power and authority.

##### Essential Questions:
- What circumstances encourage people to challenge power and authority?
- How can the tension between societal needs and individual liberties be reconciled?
- How are new governments created?
- How should nations balance individual rights, states’ rights and federal authority?
- What is the proper balance between the rights and responsibilities of the citizen and the common good?

##### Standards

### Highly-Leveraged Standards

**S1.C4.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.

**S1.C4.PO 4.** Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation; b. Articles of Confederation; c. Constitutional Convention; d. struggles over ratification of the Constitution; e. creation of the Bill of Rights

**S1.C4.PO 2.** Analyze the effects of European involvement in the American Revolution on the outcome of the war.

**S1.C4.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

**S1.C4.PO 5.** Examine the significance of the following in the formation of a new nation: a. presidency of George Washington, b. economic policies of Alexander Hamilton, c. creation of political parties under Thomas Jefferson and Alexander Hamilton, d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison.

### Supporting Standards

**ID.9-12.1** – I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.

**ID.9-12.2** – I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.

**DI.9-12.6** – I interact comfortably and respectfully with all people, whether they are similar to or different from me.
S1.C1.PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
S1.C1.PO 5. Evaluate primary and secondary sources for: a. authors’ main points; b. purpose and perspective; c. facts vs. opinions; d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective); e. credibility and validity
S1.C1.PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
S1.C1.PO 7. Compare present events with past events: a. cause and effect; b. change over time; c. different points of view

Adopted Texts and Materials

Adopted:
The American Vision (2008) - Glencoe

Suggested Supplemental:
A Different Mirror by Ronald Takaki
A People’s History of the United States by Howard Zinn
Us and Them by Jim Carnes
“American Indians” by Elliot West
Articles of Confederation
Bill of Rights
The Constitution
“Virginia Statute of Religious Freedom” by Thomas Jefferson
A Place at the Table (Southern Poverty Law Center) “Apostles of Liberty”

Multicultural Adoptions:
Blasphemy, Alexie Sherman
American Indians and African Americans of the American Revolution – Through Primary Sources, John Micklos
The Kingdom on the Waves, M.T. Anderson

**Education Materials Center: Social Studies Bibliography

Instructional and Assessment Guides

• National Museum of the American Indian
• The Map Of Native American Tribes You’ve Never Seen Before
• Trans-Atlantic Slave Voyages
• Race: The Power of an Illusion – Documentary Film (Supporting Website)
• KHAN Academy (US History)
• National Archives: American Originals
• National Archives: African American Heritage
• The Rise and Fall of Jim Crow - PBS

Additional Instructional Resource

• Participate in a group activity using primary and secondary sources to analyze contact between indigenous peoples and the first wave of European explorers. (Free Registration)
• Take a Quizlet comparing characteristics of the New England, Middle, and Southern colonies.
• Compare the experiences of property owners, indentured servants, women, African Americans and Native Americans.
• Write an essay discussing the reasons for colonization of America.
• Explain how the Doctrine of Discovery was used as a justification for European colonization of the Americas and its effect on Indigenous People worldwide.
• Create a timeline to record the major battles of the American Revolution and
<table>
<thead>
<tr>
<th><strong>Awakening, Taxes &amp; Smuggling, Who Won the American Revolution?, The Constitution, the Articles, and Federalism, Where US Politics Came From, Thomas Jefferson &amp; His Democracy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptors of DOK Levels for Social Studies</strong></td>
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</tbody>
</table>

- Participate in a simulation where students will act as members of pre-Revolutionary America.
- Experience a stratified society in a simulation.
- Create a pamphlet advertising the factors that contributed to the variations between the different regions in the colonies.
- Have a class debate centered on the Boston Tea Party. Debate who was at fault and then write a diary entry describing the Boston Tea Party from the British and the colonial perspective.
- Write a letter from the point of view of a colonial leader during the Revolution to convince a European nation to support the Americans in the war. (Reluctant Revolutionaries)
- Analyze the developing American ideals and identity embedded in revolutionary writings and propaganda such as the Declaration of independence, Common Sense, The Crisis, or speeches by Patrick Henry. (primary sources)
- Construct an early peoples migration map from Africa to Eurasia.
- Write a comparative essay on the culture and societies of early river civilizations.
- Create a commercial/ad campaign focusing on the culture, and contributions of the Mayans, Persians, and Egyptians.
- Create a poster recruiting people for Roman Citizenship in the Middle East or Northern Africa.
- Participate in a chalk talk answering the question what is civilization?
- Research a Roman Emperor, create a pamphlet advertising their campaign platform, and convince the class to vote for their emperor.
- Create a poster on the causes and effects of the Neolithic Revolution
- Create a comparative chart on world religions
- Map the locations of the world religions
- Create illustrations for important vocabulary: Neolithic revolution, Cuneiform/Hieroglyphics/ Sanskrit, Code of Hammurabi, Mesopotamia, Polis, Nubia
- Analyze Paleolithic and Neolithic art from Australia, Catalhuyuk, and Europe and practice how to discern cultural values and religious beliefs. (Primary Source Workshop)
<table>
<thead>
<tr>
<th>Role-play village elders of a Mesopotamian city and render legal decisions based upon “eye for an eye” principles, then compare their decisions with corresponding selections from Hammurabi’s Code.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an essay discussing the causes and effects of the Agricultural Revolution/Neolithic Revolution.</td>
</tr>
<tr>
<td>Write an expository essay: How does culture unify a people?</td>
</tr>
<tr>
<td>Write a research essay: Which civilization would you want to live in and why? What would your daily life be like?</td>
</tr>
<tr>
<td>Complete a research project and power point presentation on a major world religion.</td>
</tr>
<tr>
<td>Discuss contributions of the ancient Chinese civilizations to other civilizations versus the enduring Greek and Roman contributions to western civilization including those in government, science, art, architecture, mathematics, literature, drama, and philosophy.</td>
</tr>
<tr>
<td>Students will take their research essay on their chosen civilization and create a persuasive power point presentation convincing the members of the class to move to their civilizations. The presentation will feature society, politics, interaction with environment, culture and economics of that particular civilization, and the daily life for citizens. <em>(Summative Assessment)</em></td>
</tr>
</tbody>
</table>
# 2018-2019 Social Studies Curriculum Map, American History, Q2

## Reading Focus: Literature

## Writing Focus: Argumentative

## Unifying Concept:

WESTWARD EXPANSION, CIVIL WAR, AND RESHAPING THE NATION

### Quarter 2

### Big Ideas

#### Enduring Understandings:

- Expansion and human settlement can lead to conflict and/or cooperation.
- Differences among social, political, and economic values can divide a nation.
- Constitutional challenges and/or changes arise as a result of differing definitions of human rights.
- Changes in technology and the economy often bring about social and political changes.
- Political, social, and economic inequalities within a society can create a need for reform.

#### Essential Questions:

- Why do people migrate?
- What impact does expansion have on indigenous populations?
- What compels a group of citizens to fight against their own government and people?
- What is the relationship between diversity in a country and the potential for tension and conflict?
- How do sectionalism and regionalism impact perspective?
- How is equality created?
- How do continuity and change maintain a free and democratic society as reflected in governmental policy?
- How do technological advancements influence territorial, economic, and industrial growth?
- How does technology affect culture, society, and politics?
- How does industrialization cause both positive and negative outcomes for people’s lives?

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.C5.PO 1</td>
<td>Trace the growth of the American nation during the period of western expansion: a. Northwest Territory; b. Louisiana Territory; c. Florida; d. Texas; e. Oregon Country; f. Mexican Cession; g. Gadsden Purchase; h. Alaska.</td>
</tr>
<tr>
<td>S1.C6.PO 1</td>
<td>Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West; b. balance of power in the Senate (e.g., Missouri and 1850 Compromises); c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act); d. role of abolitionists (e.g., Frederick Douglass and John Brown); e. debate over popular sovereignty/states rights; f. Presidential election of 1860</td>
</tr>
<tr>
<td>S1.C6.PO 3</td>
<td>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</td>
</tr>
<tr>
<td>S1.C5.PO 3</td>
<td>Identify how economic incentives and geography influenced early American explorations: a. explorers (e.g., Lewis and Clark, Pike, Fremont); b. fur traders; c. miners; d. missionaries (e.g., Father Kino, Circuit Riders)</td>
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<td>S1.C5.PO 4</td>
<td>Describe the impact of European-American expansion on native peoples.</td>
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<td>S1.C6.PO 2</td>
<td>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</td>
</tr>
<tr>
<td>S1.C7.PO 2</td>
<td>Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson), b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924),</td>
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#### Supporting Standards

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Amendments; e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)

**S1.C7.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

**S1.C7.PO 3.** Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:  
- a. Indian Wars (e.g., Little Bighorn, Wounded Knee);  
- b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War);  
- c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor);  
- d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting);  
- e. corruption (e.g., Tammany Hall, spoils system);  
- f. World War I (e.g., League of Nations, Isolationism);  
- g. Red Scare/Socialism;  
- h. Populism

### Constant Standards

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<th>S1.C1.PO 1.</th>
<th>Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</th>
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<td>S1.C1.PO 2.</td>
<td>Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</td>
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<td>S1.C1.PO 3.</td>
<td>Formulate questions that can be answered by historical study and research.</td>
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<td>Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</td>
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<td>Evaluate primary and secondary sources for: a. authors’ main points; b. purpose and perspective; c. facts vs. opinions; d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective); e. credibility and validity</td>
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### Social Justice Standards

| ID.9-12.3 | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. |
| DL.9-12.7 | I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups. |
| DL.9-12.8 | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. |
| JU.9-12.12 | I can recognize, describe and distinguish unfairness and injustice at different levels of society. |
| AC.9-12.17 | I take responsibility for standing up to exclusion, prejudice and injustice. |

### Instructional and Assessment Guides

- Library of Congress – Civil War Photography
- National Archives: Freedmen’s Bureau
- The Freedmen’s Bureau Online

### Additional Instructional Resources

- Analyze primary sources related to Westward Expansion and write letters about the experience, being sure to outline the conflict that different groups faced.

Office of Curriculum, Instruction, and Professional Development
<table>
<thead>
<tr>
<th>Westward Expansion</th>
<th>National Geographic</th>
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<tbody>
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<td>The Cost of Prosperity: Mass Consumption and Mass Production in the 1920s</td>
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<td>Participate in a mock trial of Andrew Jackson. (Common Man and Contradictions)</td>
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<td>Complete a War of 1812 scavenger hunt.</td>
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<td>Create a persuasive presentation from the perspective of different groups that were affected by westward expansion trying convince others to join you out west. (New Perspectives on THE WEST)</td>
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<td>Have a class debate: “Was there an Industrial Revolution?”</td>
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<td>Create a goals and outcomes chart of Manifest Destiny</td>
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<td>Describe the impact of westward migration and technological changes on the work and lifestyle of peoples in the West.</td>
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<tr>
<td>Describe the contributions of different social classes, races, and genders throughout the Civil War by analyzing primary sources.</td>
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<td>Create a timeline that Identifies and explains several key labor conflicts that gave rise to .</td>
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<td>Complete a Women’s Suffrage Web Quest</td>
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<tr>
<td>Create a radio show that describes the motivations, themes, accomplishments, and key figures of the Harlem Renaissance.</td>
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<tr>
<td>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 in opposition to the Civil War.</td>
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<tr>
<td>Research and create a biography on the life, ideas, and philosophies of a historical figure from the Gilded Age or the Progressive Era.</td>
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<tr>
<td>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.</td>
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<td>Create a brochure that explains the connection between political machines and living conditions in cities such as New York during the Gilded Age.</td>
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<td>Students will create posters, using primary sources, which examine the lives of immigrants to the US, citing their contributions, challenges, and impacts. (Summative Assessment)</td>
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<tr>
<td>Research one of the major Silk Road stops and research the culture, the languages, the politics, and what was traded, and create a business pamphlet advertising to other traders.</td>
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<td>Create a Renaissance comic strip</td>
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<td>Analyze Protestant Reformation Documents (DBQs)</td>
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</table>
• Create a time period flow chart examining the social, political, cultural, economic events of this time period.
• Create a cause and effect chart of the rise of the Ottoman Empire
• Construct a map of the Silk Road and the Mongol Empires.
• Create a Japanese Woodblock Print.
• Role play how the Japanese interacted with foreigners.
• Create a chart comparing and contrasting Japanese and European Feudalism
• Chart the Byzantine Empire across time periods (Periodization)
• Become representative of an African Empire and put together a persuasive presentation trying to convince Ibn Battuta to visit.
• Research a key figure from this time period and complete a dating profile and then go on a “date” looking for their best ideological match.
• Put Chinggis Khan on trial for crimes against humanity.
• Create a newspaper about the events and key figures of this time period.
• Students will complete an autopsy analyzing the causes of death of an empire. Groups will be assigned a different empire and then each group will have to present their autopsy report to the class. Empires: Tokugawa Japan, Ottoman, Mongol, Byzantine, Mali, Mughal, Inca, Aztec. (Summative Assessment)
• Play “Rock, Paper, Scissors, Communism”.
• Create a mock Berlin Wall with graffiti from East and West Germany. How would the graffiti differ?
• Discuss current events.
• Research decolonization in Africa, Middle East, and Asia, as well as the goals and outcomes of independence, and create an informative presentation.
• Analyze the relationship between cricket and politics in South Asia (DBQs).
• Research the roots of modern terrorism and how that led to 9/11 and the War on Terror.
• Create a flipbook the outlines the political goals of different terrorist organizations.
• Compare various countries in Africa, Latin America, and Asia and their responses to environmental issues.
• Write an essay about the challenges of African decolonization.
• Participate in a simulation of the signing of the Treaty of Versailles and write an essay in response to the “negotiations”.
• Research the causes and effects of the genocides in Burma, Rwanda, Tibet,
<table>
<thead>
<tr>
<th>Cambodia, and Bosnia, and the world’s response to these genocides.</th>
</tr>
</thead>
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<td>• Analyze the causes of a key event from the 1990-now and explain how it is affecting today’s world.</td>
</tr>
<tr>
<td>• Students will be assigned a country and will research its society, politics, culture, and economy from 1950-1989. (<em>Summative Assessment</em>)</td>
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# 2018-2019 Social Studies Curriculum Map, American History, Q3

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<th>Quarter 3</th>
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<tr>
<td>Writing Focus: Argumentative</td>
<td>EMERGENCE OF A MODERN NATION</td>
<td></td>
</tr>
</tbody>
</table>

## Big Ideas

### Enduring Understandings:
- Economic depressions have many causes and multiple effects.
- Fighting a war comes at great social and economic cost.

### Essential Questions:
- What role should the government play in the economy?
- When is it appropriate for the government to get involved in the economy?
- How can economic events influence presidential agendas?
- How can war be justified?
- How should nations resolve conflict and how can they ensure lasting peace?

## Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Supporting Standards&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1.C8.PO 1.</strong> Describe causes and consequences of the Great Depression: a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash); b. Dust Bowl (e.g., environmental damage, internal migration); c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines); d. changes in expectations of government (e.g., New Deal programs)</td>
<td><strong>S1.C7.PO 2.</strong> Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson); b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924); c. urbanization and social reform (e.g., health care, housing, food &amp; nutrition, child labor laws); d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio); e. consumerism (e.g., advertising, standard of living, consumer credit); f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)</td>
</tr>
<tr>
<td><strong>S1.C8.PO 2.</strong> Describe the impact of American involvement in World War II: a. movement away from isolationism; b. economic recovery from the Great Depression; c. homefront transformations in the roles of women and minorities; d. Japanese, German, and Italian internments and POW camps; e. war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal); f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki</td>
<td><strong>S1.C7.PO 3.</strong> Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a. Indian Wars (e.g., Little Bighorn, Wounded Knee), b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War), c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor), d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting), e. corruption (e.g., Tammany Hall, spoils system), f. World War I (e.g., League of Nations, Isolationism), g. Red Scare/Socialism, h. Populism</td>
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<td><strong>S1.C1.PO 1.</strong> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</td>
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Last Edited: 6/22/2018
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### Adopted Texts and Materials

**Adopted:**

**Suggested Supplemental:**
- A Different Mirror by Ronald Takaki
- A People’s History of the United States by Howard Zinn
- Lakota Accounts of the Massacre at Wounded Knee
- Dakota doctor witnesses Wounded Knee aftermath
- White Man’s Burden (1899) by Rudyard Kipling 1899
- Declaration of War (1898) by President William McKinley
- Library of Congress: Political Cartoons
- Schneck’s Pamphlet
- Of Mice and Men (1992)

**Multicultural Literature:**
- Bronx Masquerade, Nikki Grimes
- Bengali Harlem and The Lost Histories of South Asian America, Vivek Bald
- Al Capone does my Shirts, Gennifer Choldenko

**Education Materials Center: Social Studies Bibliography**

### Instructional and Assessment Guides

- Teaching Tolerance Perspectives
- Jacob Riis - Photography

### Additional Instructional Resources

- Define the Platt Amendment and argue its value as a foreign policy tool for U.S. interests.

• **Descriptors of DOK Levels for Social Studies**

• **DOK Question Stems**

• **HESS Cognitive Rigor Matrix (Social Studies/Humanities)**

• **Document Based Questions (US History)**

• **Socratic Seminar**

• "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District

• Dr. Paula's Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES," Cardinal Consulting Group, Inc.

• **Beyond the Bubble A new generation of history assessments**

• **RUBRICS AND RUBRIC MAKERS**

• Create a **timeline describing the events that led the US. annexation of Hawaii.**

• Create a compare and contrast chart of reform efforts for groups excluded from Progressive reform movements, including blacks, women, and indigenous peoples.

• Create a brochure about the effectiveness of **Progressive reform movements** aimed at social, economic, and political issues, including urban slums, business practices, and voting rights.

• Create a cause and effect flow chart of Roosevelt’s policies during the **First and Second New Deal.**

• Read a variety of primary source documents detailing the **Spanish American War** and provide a timeline of events.

• Examine the history behind the Equal Rights Amendment and **compare the viewpoints for and against ratification** from primary sources and write a persuasive essay either for or against ratification.

• Recreate a formal debate between **Internationalists and Isolationists** prior to the entry of the US in WWI.

• Complete **Great Depression Simulation** in pairs. Couples must adhere to Great Depression era constraints while making economic and personal choices for survival.

• Students create a poem from the viewpoint of a variety of Americans during the Great Depression.

• Caption photographs taken from the **Great Depression** and the New Deal.

• 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.

• Create a brochure that discusses how empires differed before and after the Columbian Exchange. Empires: Inca, Aztecs, Kingdom of Kongo, Benin.

• Create a flip book about what really changed before and after the Atlantic Revolutions.

• Analyze primary sources about the women of the Scientific Revolution and Enlightenment.


• Analyze **maps of Africa**, before and after European Imperialism.

• Analyze primary sources that discuss **African Responses to imperialism.**
Create a multimedia project on the art, music, poetry of the African Diaspora.
Create a tourist pamphlet advertising life in one of the empires during this time period.
Research a key figure from the Enlightenment and Scientific Revolution and complete a dating profile and then go on a "date" looking for their best ideological match.
Create a flowchart of the time period. Which events led to or were caused by other events?
Participate in an Industrial Revolution simulation.
Create a poster advertising women's suffrage.
Write a children's book titled "How to Imperialize for Dummies".
Research an explorer, put together a persuasive presentation for potential investor to fund their expedition.
Create a "recipe" for one of the Atlantic Revolutions.
Perform a "medical autopsy" on the Gunpowder Empires reviewing the internal and external causes of decline.
Research the Congo before and during Belgian rule and create a presentation.
Research the India before and during British rule and create a presentation.
Complete a Harkness Discussion on the pros and cons of the Columbian Exchange.
Complete a Harkness Discussion on the goals and outcomes of the American, French, Haitian, and Latin American Revolutions.
Write an essay analyzing the successes and failures of one the Atlantic Revolutions: Haitian, American, French or Latin American.
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### Reading Focus: Literature

### Writing Focus: Narrative

### Reading Focus: Literature

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### Unifying Concept:

#### AMERICAN SOCIETY IN THE POST-WAR ERA

#### Quarter 4

### Big Ideas

#### Enduring Understandings:
- Global conflicts impact domestic and international politics.
- Individuals and groups can bring about change in society through social, political, and economic action.
- National politics and foreign policy are often defined in terms of ideology and self-interest.

### Essential Questions:
- When there is lack of trust between countries, how can misperception lead to panic?
- How can ideological war be more dangerous than a physical war?
- How can governments ensure freedom and equality for all of their citizens?
- What are some of the most effective methods for creating social change?
- How does a nation become a world power?
- What are the advantages and disadvantages of being a world power?

### Standards

#### Highly-Leveraged Standards

S1.C9.PO 1. Analyze aspects of America’s post World War II foreign policy: a. international activism (e.g., Marshall Plan, United Nations, NATO); b. Cold War (e.g., domino theory, containment, Korea, Vietnam); c. Arms Race (e.g., Cuban Missile Crisis, SALT); d. United States as a superpower (e.g., political intervention and humanitarian efforts)

S1.C9.PO 2. Describe aspects of American post-World War II domestic policy: a. McCarthyism; b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments); c. Supreme Court Decisions (e.g., the Warren and Burger Courts); d. Executive Power (e.g., War Powers Act, Watergate); e. social reforms Great Society and War on Poverty; f. Space Race and technological developments

S1.C10.PO 3. Describe how key political, social environmental, and economic events of the late 20th century and early 21st century (e Central American wars/Iran-Contra, End of Cold War, First Gulf War, September 11th affected and continue to affect, the United States.

#### Supporting Standards

S1.C9.PO 3. Describe aspects of post World War II American society: a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill); b. popular culture (e.g., conformity v. counter-culture, mass-media); c. protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez); d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X); e. shift to increased immigration from Latin America and Asia
## Constant Standards

<table>
<thead>
<tr>
<th>Standard</th>
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<td>S1.C1.PO 1</td>
<td>Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</td>
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<td>S1.C1.PO 2</td>
<td>Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</td>
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<td>S1.C1.PO 3</td>
<td>Formulate questions that can be answered by historical study and research.</td>
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<td>S1.C1.PO 4</td>
<td>Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</td>
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<td>S1.C1.PO 5</td>
<td>Evaluate primary and secondary sources for: a. authors’ main points; b. purpose and perspective; c. facts vs. opinions; d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective); e. credibility and validity.</td>
</tr>
<tr>
<td>S1.C1.PO 6</td>
<td>Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</td>
</tr>
<tr>
<td>S1.C1.PO 7</td>
<td>Compare present events with past events: a. cause and effect; b. change over time; c. different points of view.</td>
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## Social Justice Standards

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## Adopted Texts and Materials

**Adopted:**


**Suggested Supplemental:**

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- A People’s History of the United States by Howard Zinn

**Multicultural Literature:**

- Code Talker: a novel about the Navajo Marines of World War Two by Joseph Bruchac Brown
- Girl Dreaming by Jacqueline Woodson
- The 1964 Freedom Summer by Rebecca Felix
- 1954: the year Willie Mays and the first generation of black superstars changed major league baseball forever by Bill Madden
- Ask me no Questions by Marina Tamar Budhos
- Quicksand: HIV/AIDS in our World

**Education Materials Center: Social Studies Bibliography**

### Instructional and Assessment Guides

- [Teaching Tolerance Perspectives](https://www.tolerance.org/frameworks)
- Trinity and Beyond – Film
- A Time For Justice – Film

### Additional Instructional Resources

- Create a timeline tracing 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 worker’s rights.
Selma – The Bridge to the Ballot – Film
10 Moments that Unexpectedly Changed American History – Film
Descriptors of DOK Levels for Social Studies
DOK Question Stems
HESS Cognitive Rigor Matrix (Social Studies/Humanities)
Document Based Questions (US History)
Socratic Seminar
"WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
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Beyond the Bubble A new generation of history assessments
RUBRICS AND RUBRIC MAKERS

Create a cause and effect flow chart explaining the steps that led to the collapse of the Soviet Union and the role America played.
Research and write an essay analyzing the “Double V Campaign” program for civil rights and integration on the homefront following World War II.
Chart events on an X-Y graph, illustrating visually how the school integration movement has experienced both advances and setbacks. (School Timeline of Integration)
Research and examine the events of the Civil Rights movement and create a timeline of events.
Complete pre- and post-writing/discussion activities in combination with viewing the film, “Viva la Causa” about the fight for migrant farmworker rights.
Create and present a piece of propaganda for the Cold War.
Write a document based essay using speeches and citations from different Civil Rights leaders to assess the methods, ideologies, and techniques used in the struggle for equal rights.
Play “Rock, Paper, Scissors, Communism”.
Create a mock Berlin Wall with graffiti from East and West Germany. How would the graffiti differ?
Discuss current events.
Research decolonization in Africa, Middle East, and Asia, as well as the goals and outcomes of independence, and create an informative presentation.
Analyze the relationship between cricket and politics in South Asia (DBQs).
Research the roots of modern terrorism and how that led to 9/11 and the War on Terror.
Create a flipbook the outlines the political goals of different terrorist organizations.
Compare various countries in Africa, Latin America, and Asia and their responses to environmental issues.
Write an essay about the challenges of African decolonization.
Participate in a simulation of the signing of the Treaty of Versailles and write an essay in response to the “negotiations”.
Research the causes and effects of the genocides in Burma, Rwanda, Tibet, Cambodia, and Bosnia, and the world’s response to these genocides.
Analyze the causes of a key event from the 1990-now and explain how it is affecting today’s world.
Students will be assigned a country and will research its society, politics, culture, and economy from 1950-1989. (Summative Assessment)
| **Highly-Leveraged Standards** are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels).*  

*This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016. |
| **Supporting Standards** are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments. |
| **Constant Standards** are repeatedly addressed to reinforce grade-level mastery. |

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