

Understanding By Design Unit Template

Title of Unit	Imperialism	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

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.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:CCSS.ELA-Literacy.RH.9-10.4

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 science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand:</p> <ul style="list-style-type: none"> • Imperialism can take many forms. • The different perspectives and arguments regarding U.S. imperialism. • That the media can play a role in influencing public opinion during times of war. • U.S. expansion and imperialism was driven by economic, political, and cultural motives 	<p>-When should a nation interfere in the freedom and affairs of other nations? What justifies this?</p> <p>-in what ways does technology improve and worsen society?</p>	<p>-What were the causes, characteristics and effects of American Imperialism?</p> <p>- How was imperialism a respectable and legitimate policy at the turn of the 19th century? In the 21st century?</p>
Related Misconceptions		
<p>The understanding of imperialism and how it works. It does not necessarily mean that a country controls a new control fully. Different levels of imperialism</p>		
Knowledge Students will know...	Skills Students will be able to...	

- The definition of imperialism
- How the United States acquired Hawaii and Alaska
- Historical reasons for the United States' entrance
- Individual contributions of significant political and military leaders: Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt.
- The territorial consequences of the Spanish-American War.
- The arguments which favored U.S. imperialism and expansionist tactics, and the arguments which disagreed with U.S. imperialism and expansionist tactics.
- U.S imperialism in China vocabulary: Open Door Policy, Boxer Rebellion, and Spheres of Influence
- The trade benefits created by the construction of the Panama Canal

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- Analyze the Big Stick policy of President Theodore Roosevelt and be able to provide examples of how Roosevelt's Presidency was the beginning of the United States involvement in world affairs
- Locate Alaska, Hawaii, Cuba, Puerto Rico, Guam, and the Philippines on a map
- Write an organized and comprehensive editorial
- Read and comprehend political Cartoons
 - Create political cartoons based on understandings of topics
- Identify persuasive techniques used in political cartoons and newspapers
- Interpret and identify arguments as pro-imperialism or anti-imperialism
- Compare and contrast imperialistic techniques in three different regions: Latin America, Caribbean area, and China
- Read and discuss "The Jungle" by Upton Sinclair. Discuss child labor practices in early 1900's. Compare inner-city problems today with those of the early 1900's
- Make a chart of the presidential elections to include the candidates, parties, issue
- Discuss the Election of 1912, summarize the Taft Presidency, and outline Wilson's background and the reforms during his residency. Show "The Progressive Era". Have students research and deliver reports on various reforms during Taft and Wilson terms
- Discuss the amendment process to the Constitution. Construct a chart of advantages and disadvantages of the federal income tax amendment

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Due to the U.S.'s recent involvement in Iraq, the Association of American Editorial Cartoonists is creating a new exhibit entitled, *Examining America's Empire: A Historical and Contemporary Lens of U.S. Imperialism*. Your task is to create a one-page editorial and political cartoon representing the arguments of either the Anti-Imperialist League or the Pro-Imperialist League at the turn of the 20th century for one of the newly acquired territories.

Political Cartoon Criteria:

- Contains *at least* three of the "persuasive techniques" discussed in class
- Illustrates an economic, cultural, or political advantage or disadvantage based upon the viewpoint of the league you represent
- Focuses on one of the U.S.'s newly acquired territories
- Historically accurate
- Craftsmanship of illustration

Editorial Criteria:

- Explains the historical background of your cartoon
- Includes a description of how the territory was obtained and why
- The viewpoint of your league on U.S. imperialism as a foreign policy
- Why the league you chose agrees/disagrees with the policy of U.S. imperialism
- A discussion of how your cartoon illustrates that position
- Historically accurate
- Organized, with correct grammar and spelling

Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
 - T-Charts
 - Student-created Political Cartoons
 - Editorial
 - Political cartoon exhibit note sheet
- Multiple choice quiz
- Posters
- Jigsaw Graphic Organizers
- Triple Venn Diagram
- Matching Quiz
- Panama Canal Map questions
- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
 - Graphic Organizers

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Day One:

- Students should be sitting in groups of 3-4.
- Using the “Pizza Chat” format, within their groups students will respond to a set of provocative statements that introduce the economic, political, and cultural arguments used to justify a nation’s involvement within another nation.
 - o Christian countries are generally more civilized than non-Christian countries.
 - o Stronger, more developed, independent nations are morally obligated to liberate territories controlled by foreign rule.
 - o Nations that are not democratic are inferior.
- Have students classify their statements on their “pizza” as economic, cultural, or political. Within their groups, have students brainstorm other economic, cultural, or political reasons for why a nation would get involved in the affairs of another nation in a 3-column t-chart.
- Ask one representative from each group to report out their brainstormed reasons, and record the class’s ideas on the board. Ask the groups to look at the list as a whole and decide which reasons they consider to be good (worthy and respectable); and which they consider to be bad (unworthy and illegitimate).
- **Introduce the first essential question--** *When should a nation interfere in the freedom and affairs of other nations?--* and provide a timeline and brief overview of the unit. This would include a breakdown of the 3 regions that will be covered for the unit: the Caribbean area (Cuba and Puerto Rico), Asia (China, Philippines, and Guam), and Latin America

Understanding By Design Unit Template

Title of Unit	Progressive Movement	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
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Content Standards			

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Craft and Structure:CCSS.ELA-Literacy.RH.9-10.4

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Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

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Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>The economic system of a nation has major impacts on social conditions.</p> <p>Industrialization and urbanization have positive and negative consequences.</p> <p>Progressives and other groups such as labor unions worked to address society's inequalities.</p> <p>Social Darwinists see life as a series of competitions in which the fittest survive. Do we need this?</p>	<p>What is the American Dream?</p> <p>Is Progress always positive?</p> <p>Is inequality justified in a capitalists system?</p> <p>What elements allow for people, business and nations to survive and prosper? Do we need this?</p>	<p>-How have the ideas of the Progressive Era been maintained or expanded in the 20th century?</p> <p>-How is a society driven by its economic system?</p> <p>- How do we measure the evolution of cities and industrialization over time? -How can people make changes to areas of society they see as unjust?</p>
<p>Related Misconceptions</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

Key terms: capitalism, entrepreneur, industrialization, urbanization, progressives, muckrakers, Jacob Riis, 19th Amendment, Sherman Antitrust Act, union, Social Darwinism

Big businesses arose as a result of industrialization and the American capitalist system.

Industrial growth led to urbanization, major social problems, as well as increased entrepreneurship and technological advancements.

Life at the turn of the 20th century was very difficult for workers, women, immigrants, and African-Americans.

The Progressives, spurred by the muckrakers, pushed for social reform.

Students will be skilled at...

○S

*reading and taking notes that include the main ideas and key supporting details.

*I See It Means

*Photo Analysis.

* Determine the central ideas or information of a source

*Provide evidence of revisions on how key events develop over the course of the unit

*marking up a text to identify important information and show independent thought.

*Write a comparative piece explaining and analyzing the differences between the working class and the capitalist class.

*Write a journal entry from the perspective from one of the following: a recent immigrant to America, a new union member, or a factory owner.

*Create a political cartoon that either supports or criticizes political machines.

*analyzing the effects of the Progressive Movements in today's society

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Goal: Your task is to write a persuasive newspaper article to expose an political, economic or social ill now or during The Progressive Era.

Role: You are a Muckraker working or the local newspaper and you are investigating the business practices and the effect they have on politics, society, and working conditions.

Audience: You are responsible to educate the public about a social unjust situation.

Situation: The challenge involves exposing the unfair political, social or economic problem reporting on the lives and conditions of society and its cities (give 2 political, social or economic).

Product: Students will be given current examples of problems in society today to examine and create reforms . You will create a newspaper expose' uncovering the way people practice business and how it affects society and politics while providing a reform to fix the situation

Standards: A successful result will allow Progressive reformers to establish regulations on businesses, and create safe working conditions.

Other Evidence

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Learning Plan (Stage 3)

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Summary of Key Learning Events and Instruction

Lesson 1: Introduction to Unit Life at the Turn of the 20th Century

- Construct an idea of what the American Dream is (do now)
- Translate what the concept of Social Darwinism is do we need this?
- Examine Images of factory workers, child labor, mining work, oil workers
- Compare by Independently reading and responding to essential questions, then pair/share with a partner revise based on discussion

Lesson 2: Capitalism

- Define the major components of a Capitalist system using Frayer Model
- Organize the different components of the Capitalists system by using two column notes
- Explain how the Capitalistic economy emerged in the United States

Lesson 3: Industrialization/Business Structure

- Relate capitalism to entrepreneurship and the rise of big business and industrial progress
- Identify new industries and inventions to the rise of industry
- Compare the different business practices found in the United States (Proprietorship Partnership, Corporation, Monopoly, Trust)
- Compare the industrial tycoons (Rockefeller/Carnegie to help understand the term monopoly
- Based on what you know examine the changes within the business structure including labor policies.

Lesson 4: Workers

- Categorize the various workers found in factories
- Examine photographs of children working in factories
- Identify the different unions (AFL Knights of Labor) and explain

Understanding By Design Unit Template

Title of Unit	WW1	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
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Content Standards			

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Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
War I, helped to make possible the Holocaust of World War II.	<p>Why do people go off to war?</p>	<p>Why did World War I soldiers climb out of their trenches when they knew it could mean almost certain death?</p>
<p>Related Misconceptions</p>	<p>Why do soldiers endure incredible hardships for long periods of time?</p>	
<p>The reasons why WW1 occurred The war technologies vs todays technologies</p>	<p>Are wars inevitable?</p> <p>Are wars ever justifiable?</p> <p>Does anyone ever really “win” a war?</p>	
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- Territorial and political conflicts and alliances similar to those that led to World War I are still at work today.
- The development of new and destructive combat technology continues to drive conflicts-and keeps them at a stalemate-creating a delicate balance in the 21st century.
- The long war with participation from around the globe opened the door for even greater and more global wars.
- Bloody conflicts such as this one forced people to examine their values and beliefs with respect to aggression and use of deadly force.
- WWI's scope, scale, and technology introduced a dehumanizing element, still present in modern warfare, which leaves lasting scars on communities affected.
- Major wars such as The Great War have both long term and immediate causes and effects
- World War I was a direct cause of World War II.
- The Armenian Genocide of World War I, helped to make possible the Holocaust of World War II.

- Identify the alliances at the start and end of the war.
- Identify the long term and immediate causes and effects of the war.
- Explain how World War I ground to a stalemate.
- Explain how the Treaty of Versailles led to a failed peace that led to World War II.
- Explain the significance of MAIN.
- The scope and involvement by global participants.
- The types of technology introduced in the war
 - Analyze the use of positive and negative propaganda that helped influence public opinion during and directly after United States involvement in World War I
 - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
 - Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

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Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

1. Paradoxes:

A common notion that is not necessarily true in fact; A self-contradictory statement or observation.

World War I was said to be the war to end all wars. Write a 5-paragraph essay that explains how instead it led to World War II and the continuing problems of the Balkans today. Include a graph or map showing all the conflicts in Europe since World War I.

2. Attributes:

Inherent properties; Conventional symbols or identities; Ascribing qualities

Draw a poster sized map of Europe. On the map include the major battlefields and front lines. Also submit a graph/chart that briefly describes each battle, includes casualty figures and explains the significance of the battle

3. Analogies:

Situations of likeness: similarities between things; comparing one thing to another

Explain in a 5-paragraph essay how even though World War I has its own specific causes, it is just like any war ever fought

4. Discrepancies:

Gaps of limits in knowledge; missing links in information; what is not known

Research the political climate of the Ottoman Empire. Write a 5-paragraph essay and submit a Venn diagram comparing it with the Roman Empire.

5. Provocative Questions:

Inquiry to bring forth meaning; incite knowledge exploration; summons to discovering new knowledge

You are a soldier who has just been ordered to kill 15 enemy soldiers in a machine gun position. You have always been taught that killing is wrong but you know you must do your duty. Write a diary entry of your thoughts just before you go on your mission. (5-paragraph length)

6. Examples of Change:

Demonstrate the dynamics of things; provide opportunities for making alterations, modifications, or substitutions

Write a 5-paragraph essay explaining how Central Europe and the Ottoman Empire change as a result of World War One. Submit hand drawn maps that reflect the changes.

7. Examples of Habit:

Effects of habit-bound thinking; building sensitivity against rigidity in ideas and well-tried ways

The Serbians still feel in many ways that same toward the Central European powers today as they did in 1914. Write a letter to the editor of a large European newspaper explaining your

Other Evidence

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1. Introduce the concepts of MAIN. Assign section 1 HW
2. Quiz on MAIN and section 1
3. *Assign MAIN CAPT essay
4. Immediate causes of the war. Assign section 2, PBS video segments Balkan Powder Keg, Sarajevo, Pan-Slavism, Blank Check Quiz
5. Trench Warfare, Assign section 3
Horrors of trench warfare, monotony, death toll, PBS video segments Quiz
6. Total war, Assign section 4
complete mobilization of society for war, PBS video segments Quiz
7. Collapse and the unsteady peace of Versailles, Assign section 5
Quiz
8. Assign projects
- 9. Unit test, includes DBQ

Title of Unit	1920s	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
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Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>*The 1920s was a decade of peace, prosperity, social change, and cultural conflict.</p> <p>*The fear of communism and its potential spread to the United States, The Red Scare, occurred in response to the 1917 communist revolution in Russia.</p> <p>*The Red Scare triggered a larger fear of foreigners and anti-American activists.</p> <p>*There was widespread post-war labor unrest, including over 3,000 strikes involving over 4 million workers nationwide.</p> <p>*In the early 20th century, thousands of African-Americans left the southern United States to escape racial discrimination and pursue jobs in northern cities.</p> <p>*In the 1920s, many Americans began using credit to buy new consumer products and invest in the stock market.</p>	<p>Do movements away from traditional values have a positive impact on society?</p> <p>Is change always positive?</p> <p>What is the appropriate role for government in citizens' lives?</p>	<p>-In what ways did the role of minorities change in the U.S. during the 1920's?</p> <p>-Does history influence culture?</p> <p>-Were the 1920s a decade of anxiety and intolerance or a decade of cultural innovation and liberation?</p> <p>-How do beliefs and traditions impact a nation's ability to deal with crisis?</p> <p>-How do the qualities of the president reflect the needs and desires of the nation?</p>
<p>Related Misconceptions</p>		
<p>That the 1920s were one big party</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

<p>U1: As economic, technological, and societal changes expanded during the 1920s, the nation struggled to balance the impact on American values and its way of life.</p> <p>U2: Media as a form of communication became exponentially more common as well as increasingly influential in the political, economic and societal aspects of the everyday lives of American citizens.</p> <p>U3: Shifts in American culture during the 1920s led to political activism on the part of many groups, providing new opportunities for women, minorities and new arriving immigrants.</p> <p>U4: There is a virtually constant tension in America between progressive ideas and traditional values.</p> <p>U5: Divisions of American society by race, ethnicity, and socioeconomic class often lead to conflict</p>	<ul style="list-style-type: none"> •Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. -Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. Determining cause and effect •Writing for a variety of purposes •Using content specific vocabulary in writing •Analyzing primary and secondary sources •Identifying and analyzing opposing viewpoints •Identifying sources as credible evidence •Debate from multiple perspectives •Identify main idea and details -Research the scandals of Hardin ’s administration involving the “Ohio Gang ” and others
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<ul style="list-style-type: none"> • Editorial: Identify the one change you believe had the greatest impact on society during the 1920s. Using the editorial format, discuss whether the change you selected had a positive or negative effect on society and why? • Create a magazine cover that illustrates the role of women in the 1920s in comparison to the role of women in today’s The comparison should reflect differences in dress, social values, role in the family as well as types of jobs outside the home. The cover should include a cover slogan or title as well as graphics that depict the changing roles. The cover should be accompanied with an expository paragraph that explains your selection of slogans and graphics based on information gathered from the text. • At the completion of the Unit, student should create an original Magazine that could have been published in the 1920’s. The magazine will include a cover page, at least two articles covering significant events of the period, one persuasive editorial commenting on a political/social issue of the time, advertisements, illustrations, letters to the Editor, want ads, etc.
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Other Evidence

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- Multiple choice chapter assessment
- o Multiple Choice
 - Graphic Organizers

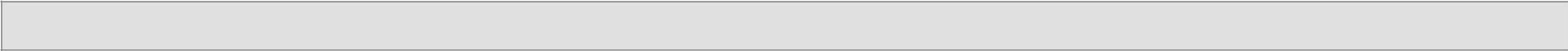
Learning Plan 3

Lesson #1: The Red Scare and Sacco and Vanzetti (2 days) (Anthem text pp. 622-627)

- Define communism (Possible option of using a Frayer model or Word Map).
- Explain the causes and effects of the Red Scare.
- Explain the Palmer Raids, including their causes and effects.
- Analyze the significance of Sacco and Vanzetti .
- New York Times On This Day: <http://www.nytimes.com/learning/general/onthisday/big/0823.html>
- Digital History Summary: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3387

Lesson #2: New Roles for Women and the 19th Amendment (1 day) (Anthem text pp. 647-648)

- Explain new opportunities and changing roles for Women in the 1920s.
- Define flappers: <http://www.loc.gov/rr/news/topics/flapper.html>
- Analyze the significance of Nellie Taylor Ross http://www.nga.org/cms/home/governors/past-governors-bios/page_wyoming/col2-content/main-content-list/title_ross_nellie.html
- Define the 19th amendment



1

Understanding By Design Unit Template

Understanding by Design Unit Template

Title of Unit	US 2	Grade Level	9
Curriculum Area	Great Depression and new deal	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

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.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:CCSS.ELA-Literacy.RH.9-10.4

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 science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>The Great Depression was the worst economic calamity in American history</p> <p>Several flawed economic and political policies contributed to the stock market crash</p> <p>The Depression affected Americans of all economic and social strata</p> <p>The New Deal demanded significant spending on the federal level to combat the Depression</p> <p>The New Deal sought to solve the problems of the Depression by providing public works projects, as well as by promoting the arts</p> <p>The New Deal changed the role of government in American life</p> <p>The reach and impact of the New Deal affected American life from the 1930s into the 21st century</p>	<p>*Should people, businesses, and governments be able to buy goods and services using credit?</p> <p>*When does investment into the stock market, and other ventures, become too risky?</p> <p>*To what extent should the government be involved in economic practices?</p>	<p>What underlying issues and conditions led to the Great Depression?</p> <ul style="list-style-type: none"> • What economic conditions led to the stock market crash of 1929? • Why were the policies of the Hoover Administration ineffective in Dealing with the problems of the Depression? • Why did the New Deal seek to solve the problems of the
<p>Related Misconceptions</p>		

<p>How and why depressions start. Differences between depressions and recessions.</p>	<p>*What is the appropriate role for government in citizens' lives? *Should people, businesses, and governments be able to buy goods and services using credit?</p> <p>*When does investment into the stock market, and other ventures, become too risky?</p> <p>*To what extent should the government be involved in economic practices?</p> <p>*What is the appropriate role for government in citizens' lives?</p>	<p>Depression through public works, rather than the dole?</p> <ul style="list-style-type: none"> • What impact did the New Deal have on arts and letters in the 1930s? • How did President Franklin D. Roosevelt change the role of the presidency in American history? • How successful was the New Deal in solving the problems of the Depression and restoring American prosperity?
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

1. Fundamental causes of the Depression
2. Main reasons for the stock market crash of October 1929
3. How the Depression affected ordinary Americans
4. How the New Deal sought to solve the immediate problems of the Depression
5. How the New Deal transformed American society and the economy
6. How President Franklin D. Roosevelt's leadership style affected the nation's attitude in dealing with the problems of the Depression
7. How the Depression and New Deal affected women and minorities
8. How the Depression and the government's response affects current American economic policy

- investigate economic and foreign policies of the United States prior to the Great Depression
 - determine government policies that contributed to the Great Depression
 - compare and contrast causes and outcomes of the stock market crash with other periods of economic instability (e.g., 1990s and current affairs)
 - conduct research of the global effects of the Great Depression
 - analyze the impact of the Great Depression on society and the expectations of the role of government in the United States
-
- Read and interpret primary source documents from the Depression era
 - Make conclusions and inferences about various policies and philosophies from the Depression and New Deal periods
 - Identify key persons involved in developing economic and political policies during the New Deal
 - Recognize emerging trends in American society during the 1930s
 - Determine how the New Deal affected American life in the long term
 - Determine how the New Deal affected policy and decision making throughout the 1930s and 1940s
 - Explore the community to identify buildings, arks, roads, etc. built in the 1920's and 1930's. Who financed these projects? Are they permanent contributions to the community? If emergency "make work" projects were instituted today, how would you like to see the funds spent? Analyze political cartoons regarding the Depression

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

The year is 2013 and you are a 100 year old American who lived through the Great Depression. A team of historians have been working together on a new book that is attempting to answer the question: Was the New Deal a successful approach for dealing with the issues of the Great Depression? You have been asked by the team to tell your story. They are looking for information from you about the following :

-

Biographical
Information (Who
are you?)

What was your life like before the stock market crash of 1929?

What was your life like after the stock market crash?

Specifically, what parts of the New Deal impacted your life and was this impact positive or negative?

Do you agree with the way in which the relationship between government and the people changed as a result of the New Deal? Why or Why not?

Goal: Your goal is to help a team of historians determine if the New Deal was successful in dealing with the issues of the Great Depression

Role: You are a 100 an American that lived through the stock market crash of 1929 and the subsequent Great Depression. You will also be a member of the team of historians

Audience: A team of historians/authors interested in your story.

Situation: You have been asked by the team to tell your story about what it was like to live during the Great Depression. Also, you have been asked to offer your opinion on the New Deal and the changing role of government that it brought to America.

Product Performance and Purpose: You need to create a personal artifact that helps convey your story and the reasons and arguments for you position. This can include letters, diaries, newspaper articles, government documents, etc. This artifact should specifically address what life was like for you before, during, and after the stock market crash. You should also include specific information on the various areas of the New Deal that impacted you and how? You will meet in a small group to hear differing perspectives on the impact of the New Deal. Then you must write a summary explaining you position hearing the four perspectives from your group.

Standards and Criteria for Success:

Your artifacts should;

Be historically relevant and accurate

Paint a clear picture of life for you in the late 1920's and 1930's

Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
 - T-Charts
 - Student-created Political Cartoons
 - Editorial
 - Political cartoon exhibit note sheet
- Multiple choice quiz
- Posters
- Jigsaw Graphic Organizers
- Triple Venn Diagram
- Matching Quiz
- Panama Canal Map questions
- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
 - Graphic Organizers

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Lesson 1: The Stock Market Crash of 1929

- Examine the economic conditions of 1920's America, including individual spending habits, prior to the stock market crash of 1929. Buying on credit/margin **(K1,U1)**
- Define the terms economy and stock market
- Analyze the economic events that led to the stock market crash of 1929. Slowing of business and massive sell off of stocks **(K2,U1,2)**

Lesson 2: The Great Depression: Impact of the Crash

- Compare and contrast the life of Americans prior to the stock market crash of 1929 and after. Use first 20 of "Cinderella Man" movie **(K3)**
- Analyze the impact the economic depression had the following areas of American society: Individuals, banks, businesses, farms, foreign nations **(K3)**
- Photo analysis of Great Depression era photographs

Lesson 3: Hoover v. Roosevelt: What to do about the Great Depression

- Identify the purpose for and terminology associated with the political spectrum. Use online ideology test **(K4)**
- Define the beliefs of liberals and conservatives, when it comes to the role of government in the United States
- Compare and contrast the different philosophies on the role government of Roosevelt and Hoover.
- Compare and contrast Hoover's reaction and response to the Great Depression to that of Roosevelt's **(K4)**

Lesson 4: The New Deal

- Define the phrase "New Deal" **(K5)**
- Identify steps FDR took to stop the banking crisis that

Understanding By Design Unit Template

Title of Unit	WW2	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:CCSS.ELA-Literacy.RH.9-10.1

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CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>*In times of economic crisis and political instability, citizens can be swayed by persuasive, dynamic leaders who harness popular discontent and latent patriotism to offer a new version of government and country.</p> <p>*Nations must weigh their immediate and long-term interests when making foreign policy.</p> <p>*Violations of national sovereignty command the attention of the international community and often lead to war.</p> <p>*In times of war, governments can justify unusual control of the public and a diminishing of civil rights with concerns for national security.</p> <p>*International organizations and diplomatic relations among nations are intended to promote international peace and justice.</p> <p>*The United States has taken on an increasingly more powerful role in international affairs in the 20th and 21st century.</p>	<p><i>Students will keep considering...</i></p> <p>*When does patriotism go too far?</p>	<p>*When should one country become involved in the affairs of another?</p> <p>*At what point is diplomacy no longer the better tactic than military engagement?</p> <p>Is it the responsibility and/or the right of the United States to promote its values and interests around the world?</p> <p>*What are the implications of winning and losing a war?</p>
Related Misconceptions		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

In the aftermath of World War One, two totalitarian dictators, Benito Mussolini and Adolf Hitler, took power in Europe and began to take aggressive actions that violated the Treaty of Versailles and set the world on a course to another world war.

*World War Two officially began in 1939 when the Nazi army invaded Poland and opposing forces, led by Britain and France, declared war in response.

*By 1941, the Axis Powers of Italy, Germany, and Japan had taken control of most of Europe, northern Africa, southeast Asia, and the Pacific Islands.

*The aggressive actions of the Japanese led to direct conflict with the United States, and, eventually, the bombing of Pearl Harbor on December 7, 1941 and an American declaration of war.

*Leading up to Pearl Harbor, most Americans did not want to become involved in another foreign war and the United States' official policy was neutrality, though it was providing increasing levels of assistance to the Allies.

*To prepare for war against the Axis powers, the United States mobilized armed forces, dramatically increased industrial war production, and began work on the atomic bomb.

*With a boost from the United States, the Allies were able to liberate northern Africa, Italy, France, and the rest of Europe, ending the Holocaust and defeating the Nazi regime in May of 1945.

*In the Pacific, the United States fought a long and costly war against Japan, regaining lost territories and using two atomic bombs to force surrender in August of 1945.

*On the American home front during World War II, the government supported the war effort by encouraging public support through food conservation, bond purchases, and a propaganda campaign.

*In 1942, President Roosevelt issued Executive Order 9066, which called for the internment of those of Japanese heritage living in military zones on the west coast.

*The aftermath of World War II included the creation of the United Nations, increased tensions between the United States and the Soviet Union, and further established the United States as a global

*using historical evidence to make an informed argument

*writing a persuasive essay

* analyze the decision to use the atomic bomb and its consequences

*using political maps to identify expansion of territory, location of key battles, political compromise and division.

1. **Explanation-** What caused the attack on Pearl Harbor? What are the effects of this on the United States involvement in the war?
2. **Interpretation-**What does the United States break from neutrality reveal about the conditions of WWII?
3. **Application-**How might our knowledge of the Holocaust help us to understand current instances of genocide?
4. **Perspective-**How is WWII similar to WWI?
5. **Empathy-**What would it be like to walk the shoes of a Japanese American after the attack on Pearl Harbor?
6. **Self- knowledge-** How are my views of WWII shaped by my exposure to video games, movies, and other forms of media?

assess the ideologies of the major political parties regarding the role of government during the New Deal era and currently

· Characterize the governments that took power in Russia, Italy, Germany and Japan after World War I

· Summarize the factors and incidents that led to World War II and the eventual United States Involvement in the War (e.g. economic factors, invasion of Poland, fall of France, bombing of Pearl Harbor)

Assessment Evidence (Stage 2)

Performance Task Description

It is late summer of 1945. You are a US Army General charged with the task of determining what to do with the conquered Axis Powers. It is your task to evaluate the past 20 years of history, especially the outcomes of WWI, the creation of the League of Nations, and the course of fighting in WWII, to create a proposal for Congress to inform them of their options for managing relations with conquered nations of Germany and Japan in the post WWII years. You must evaluate the results from the Treaty of Versailles in 1919, the failure of the League of Nations, and apply those lessons to the current situation in 1945. In addition, you must evaluate any new roles the US should take on in a post-WWII world--how should the US maintain its presence around the globe?

Goal: inform a Joint Session of Congress of its options and then persuade Congress of the best option your proposition.

Role: you are a US General

Audience: Congress, the American public

Situation: While there is much cause for celebration with the recent surrenders of both Germany and Japan, we cannot pause and allow these victories to distract us from the importance of establishing peace treaties and future relations with these defeated nations. Among the top brass in the US military, there is a sense of urgency to get funding for post-War Germany and post-war Japan, to truly ensure that there won't be another war like this again. We harken back to Woodrow Wilson's call for this to be "the war to end all wars" and his proposal for a League of Nations. Unfortunately, many members of Congress are unfamiliar with the recent history from 1919 and the 1920s and 30s. It is your job to remind them of the lessons of the past and to inform them on how to do better looking ahead for a more peaceful world.

Product: They have asked you to present to them an analysis of the causes of WWII, and your proposals to prevent such a war from happening again. You will create either a poster or a multimedia presentation that will include relevant visuals (photographs, maps, charts, primary documents, video clips), written, persuasive analysis of your plan for a peace treaty with Germany and Japan, and a proposal for a new and improved League of Nations to ensure

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Other Evidence

- Completed note packets
- Blank world map—labeled and complete
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- Panama Canal Map questions
- Think-Ink-Pair-Share
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- o Multiple Choice
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Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
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- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Lesson 1: The Seeds of World War II.

- review terms of Treaty of Versailles and social, political, and economic impact on Germany
 - Weimar Republic, inflation, discontent
- Analyze the conditions in Europe that led to the rise of totalitarian dictators: Hitler, Mussolini, Stalin
 - define key terms: dictatorship, totalitarianism, fascism
 - Rise of Hitler
 - primary sources from Facing History: life under Nazi Rule (ex: *The Birthday Party*), connect to Holocaust
 - Map skills: German expansion in Europe; map where and when German forces invaded/annexed;
 - Allied response of Appeasement
- Rise of militarism and nationalism in Japan
 - Japanese response to Paris Peace Conference, 1919, also planted seeds for empire to combat racism/paternalism from the west
- Compare/Contrast: Creation of Axis Powers: what did Nazi German, Imperial Japan, and Fascist Italy have in common?

Lesson 2: US Foreign Policy Shifts From Isolationism to War.

- Review and define imperialism, evaluate goals/assets to risk/losses
- Define Isolationism using a Frayer:
 - Isolationism, evaluate goals/assets and risks to this policy use primary sources from America First...

Understanding By Design Unit Template

Title of Unit	Cold war	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:CCSS.ELA-Literacy.RH.9-10.1

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CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>U1 Each country has its own governmental and economic systems that impact the people of that nation as well as the global community.</p> <p><i>U2</i> World powers will go to great lengths to diminish the influence and expansion a rival political ideology, which can cause tension and conflict.</p> <p><i>U3</i> Countries will align themselves with other countries that best promote and support their self-interest.</p> <p><i>U4</i> The treatment of defeated enemies in wartime is essential to international stability</p>	<p>Do states have the right to limit citizens' allegiance to rival political systems?</p> <p>How far should a country go to protect an ideology?</p> <p>Should a victorious country in war invest resources in the defeated enemy?</p> <p>Can there be war without violence?</p>	<p>How did U.S. and Soviet postwar policies cause the Cold War?</p> <p>Why did Cold War ideology draw the U.S. into conflict in Asia?</p> <p>What are the positive and negative implications of spreading democracy abroad?</p> <p>What were the United States' political, social and economic reactions to the Cold War?</p> <p>How were U.S. politics changed by the end of the Cold War?</p> <p>How did the end of the Cold War alter the United States' role in the world?</p> <p>How has technology and industry influenced political, social and military history in America?</p> <p>In what ways did the country and specifically NJ respond to eliminating segregation and discrimination?</p>
Related Misconceptions		

Knowledge Students will know...	Skills Students will be able to...
<p>That at the end of WWII tensions arose between US & Soviet Union at the Yalta & Potsdam Conference.(U1, U3)</p> <p>The acquisition of atomic weapons led to the rise of the superpowers, the US and Soviet Union. (U2)</p> <p>The conflict of economic theories, capitalist free market economy and communist command economy led to the rebuilding of damaged nations as models of those economic theories(U1, U4)</p> <p>Mounting tensions between the US & Soviet Union led to the American adoption of the policy of containing communism while the Soviet was committed to spreading their ideology. (U1,U2)</p> <p>Soviet assistance for the spread of Communism led to US funding and fighting in the armed conflicts of Korea and Vietnam. (U3)</p> <p>Soviet and American assistance led to the spread of nuclear technology and threatened to entangle the world in nuclear warfare.(U2,U3)</p>	<p>Marking up documents and discussing readings in small groups to find the main ideas.</p> <p>Interpreting political cartoons depicting the political atmosphere of the conflicting ideologies</p> <p>Discussing the differences between capitalism & communism using the Frayer Model. <i>[If already done in previous unit-use Frayer Model diagrams as review. Also review the characteristics of totalitarian government vs. democratic republic - This should be fresh after the studying the types of world leaders in WWII.]</i></p> <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>Analyzing maps of the division of Berlin and Germany into occupation zones</p> <p>Compose an American Dream speech through the eyes of a white person and a minority</p> <p><i>Analysis of maps and statistics of both conflicts: Korea & Vietnam.</i></p>
Assessment Evidence (Stage 2)	
Performance Task Description	

You are a young aspiring writer who is writing a feature story on a selected event which took place during the Cold War. Your task is to create a presentation that tells the story of your event to other young writers who are also creating their own presentations on the Cold War. You may create an illustrated poster, or slideshow presentation:

Possible Events to choose from

1. Berlin Airlifts
 2. the Korean War [Both of these will be explored during lessons & whole class discussions & homework]
 3. The Marshall Plan vs. COMECON
 4. Formation of NATO & Warsaw Pact
 4. Berlin Wall
 5. Cuban Missile Crisis
 6. Arms Race
 7. Space Race
 8. The Vietnam War (You may want to add a separate unit here)
 - *9. Détente - ABM & SALT treaties,
 - *10. Soviet Invasion of Afghanistan- US boycott of 1980 Summer Olympics- Moscow
- ***Teachers may follow the option of including these two topics based on class size and time constraints.

Create a storyboard of your event outlining the setting, conflict, and major historical figures of your featured event.

Goal: To inform others of cold war events

Role: Aspiring writers working in small groups for

Audience -your small group, your boss, the public audience

Situation - recounting a conflict of the Cold War

Product Performance and Purpose - Group publication pamphlet/booklet - “Events of the Cold War”

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Other Evidence

- Completed note packets
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Stage 3 Learning Plan

Lesson 1: The Cold War Begins 1945

- Opener: Activate Prior Knowledge - LINK Template - What do you think you know about the Cold War
L=List, I=Inquire - Think-Write-Pair-Share - Report to class -
https://docs.google.com/document/d/1bs0xBpCf3PUBLiAOwbNvcl-3U5mRMVpfcuaf0MV_ly4/edit?usp=sharing
- Options: Collect the chart and have students add more events (in a different color) as learned and/or write a reflection on the what they have learned at the end of the unit.
HW: Roots of the Cold War - Content Response Notes p. 817
Rank & Defend the Causes of Cold War - see Quick facts - p. 817 Anthem - Small group discussion - Report to class
- Troubles at Potsdam - Markup & Small group discussion - Inferences - areas of potential conflict <http://history.state.gov/milestones/1937-1945/PotsdamConf> - In your own words - What problems did peace bring for the Allies?
- Interpreting Maps #1 - Iron Curtain 1949 -Chapter 25 1 CREATE HANDOUT

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Understanding By Design Unit Template

Title of Unit	Great society and new frontier	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

<https://sites.google.com/a/mcpasd.k12.wi.us/hartman-s-contemporary-u-s/new-frontier-great-society>

Key Ideas and Details:

CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

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.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-Literacy.RH.9-10.4

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 science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Unrestrained leadership in government may use political power to restrict and/or manipulate public Opinion.</p> <p>2. Counter cultures often reflect values and attitudes of a Changing society.</p>	<p>What is the U.S. federal government's role in addressing the needs of its citizens?</p> <p>How has the government become more involved in addressing the economic needs of US citizens?</p> <p>What was the purpose of Lyndon B. Johnson's Great Society?</p>	<p>a. What are examples of unrestrained leadership in government?</p> <p>b. How has political power been used to restrict or manipulate public opinion?</p> <p>c. Why would leaders manipulate public opinion?</p> <p>d. What are the effects of unrestricted political power?</p> <p>a. What is a counter culture?</p> <p>b. What were some specific examples of counter cultures during the Vietnam Era?</p> <p>c. How do counter cultures reflect changing values and attitudes?</p>
<p>Related Misconceptions</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

1. The foreign policy decisions that brought the U.S. into Vietnam.
 2. Significant groups that demonstrated for their rights and the methods they utilized to call attention to their fight.
 3. Despite the costs, the U.S. failed to obtain its objective of containment in Southeast Asia.
 4. U.S. citizens began to question both foreign and domestic policies based on actions and decisions made during the Vietnam War.
 5. The geopolitical realities that led to détente with China and the Soviet Union.
 6. The dangers of the emergence of a military industrial complex.
 7. The impact of countercultures on society including, AIM, N.O.W., and hippies.
 8. The influence that the energy crisis and environmental movement had on national decision-making (i.e. EPA, Earth Day, etc.).
 9. The impact of Watergate as a reflection of the highs and lows of the American Justice System.
- *highs - removed from office/the system worked
 *lows- distrust of government

- Evaluate the effectiveness of government actions to promote equality
- Assess the gains made by minority reform efforts
- Identify programs that continue to operate and influence society today
- Identify key actions of the Super Powers and their allies that changed the face of world politics.
- Identify key leaders and events of the Civil Rights Movement.
- Analyze the effects of the Cold War on the economy of the US.
- Identify and evaluate technological innovations and their effect on American life from 1945-1980.
- Analyze the effects of environmental issues on governmental legislation and on Americans' way of life.

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

- (F) Analyzing Primary Source Documents: Reading from multiple perspectives. Given primary source documents of President Lyndon Johnson (1964), and Philip Porter (1964), students will identify: the major characteristics of Johnson’s Great Society and the criticism of the programs.
- (F) Writing to summarize (use of learning logs) Students will compose journal responses geared towards the role of the federal government concerning intervention in the American economy. Journal responses will be used to elicit thought concerning global questions such as help for the unemployed, government spending on welfare, the role of charities in America, and race and poverty.
- (F) Brainstorming and pair and share activities. Students will be given opportunities to interact with other students in order to review concepts or brainstorm content and ideas. Example: What is the role of the US Government in providing for the needs of the poor in America today?
- (S) Persuasive Writing. Given a particular perspective concerning a topic, students will defend the Great Society programs by countering critics’ viewpoints and recommendations.
- (S) Students construct print or electronic advertisements with supporting written evidence.

Students will create a timeline of events from the following topics: Cold War, Civil Rights, Environmental Protection, Counterculture, Vietnam, Technological Advances
 Students will create a graphic organizer on each President’s administration and events and legislation of their presidency.
 Students will complete a unit test that encompasses all concepts associated with the time period between 1945-1980

Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
 - T-Charts
 - Student-created Political Cartoons
 - Editorial
 - Political cartoon exhibit note sheet
 - Multiple choice quiz
 - Posters
 - Jigsaw Graphic Organizers
 - Triple Venn Diagram
 - Matching Quiz
 - Panama Canal Map questions
 - Think-Ink-Pair-Share
 - Multiple choice chapter assessment
- o Multiple Choice
 - Graphic Organizers

When completing this UBD another resource: google. **Teacher Name(s):** Stephen Radulski and Christopher Koschak

School District: South Williamsport Area and Sullivan County

Building: High School

Grade Level: 9-12

Subject: Lyndon B. Johnson and the “Great Society”

Time Required: 3-7 days

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

List/describe the step-by-step sequence of procedures and learning activities.

I. Pre - Day One

- Previous assignments and homework
- Read assigned textbook pages relevant to the Great Society
 - Example: *American Odyssey*, p. 706-709
 - Alternative: *Handout "Lyndon Baines Johnson (LBJ), Great Society (hippocampus and PBS reading)"*, source: www.hippocampus.org, 2004 Regent of University of California and www.pbs.org/wgbh/americanexperience.
 - Complete the "quadchart" to summarize the major characteristics of the Great Society.

II. Day One

- Introductory Activity: Pair and share/conference for 3 minutes to compare / contrast quadcharts. Students can make additions or adjustments to their entries.
- Show video (US History, Lesson 76 - LBJ) from www.hippocampus.org (5 minutes). As students view video, encourage them to write additional information into the quadchart.
- Distribute project directions and rubric for student read-ahead.
- (F) Analyzing Primary Source Documents:
 - Students will identify: the major characteristics of Johnson's Great Society and the legacy of the Great Society legislation upon the United States.
 - Distribute: *Great Society Speech, LBJ, 1964 (Modified)* [Source: Stanford History Education Group: Reading Like a Historian.]
 - Respond to six questions provided in the reading. Pair/Share to compare responses

Understanding By Design Unit Template

Title of Unit	Civil rights movement	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

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.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:CCSS.ELA-Literacy.RH.9-10.4

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 science.

CCSS.ELA-Literacy.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>U1 In democratic societies, it is assumed that all individuals have basic rights that cannot be denied by the government</p> <p>U2 In some societies, certain groups have often been treated as inferior and denied basic rights by the dominant majority</p> <p>U3 Oppressed groups form political movements to challenge mistreatment and to gain equal opportunity and rights.</p> <p>U4 Oppressed groups have often taken drastic steps in order to gain freedom and equality</p> <p>U5 Successes in struggles for equality have come when there has been support and action from outside the oppressed group.</p> <p>U6 Strong research skills are necessary to build and present knowledge.</p>	<p>Should the government ever be able to limit a person's "civil rights"?</p> <p>Should the majority always rule?</p> <p>What conditions must exist to justify civil disobedience?</p> <p>Should there be limits on the actions people take in the name of a political cause?</p>	
Related Misconceptions		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

K1 Throughout the history of the United States, African Americans have been forced to endure racism and discrimination in both formal and informal ways, including segregation through Jim Crow laws, disenfranchisement at the polls, and lynching

K2 In the mid 1950's, a Civil Rights Movement was launched in the American south to fight for the equal treatment of African American

K3 The Civil Rights Movement, led by Dr. Martin Luther King Jr., Rosa Parks, and others, was rooted in the idea of non-violence and employed civil disobedience tactics such as the Montgomery bus boycott, the lunch counter sit-ins, freedom rides, and protest marches.

K4 The movement led to federal government actions that were designed to end segregation, bring equal voting rights, and overall equality. These actions include Brown v. the Board of Education, the Civil Rights Act of 1964, and the Voting Rights act of 1965.

K5 Traditionally, in America, women have been seen as second class citizens and denied basic rights including the right to vote.

K6 Starting in the late 1800's, women began to fight for equal treatment, including the right to vote, by engaging in various activities including the Seneca Falls convention, the formation NAWSA

K7 Through the efforts of people like Susan B. Anthony and Elizabeth Cady Stanton, the nineteenth Amendment of the Constitution is passed granting women's suffrage

K8 Throughout the history of the United States, waves of immigrants have traveled to the country and have been met with xenophobia , discrimination, and nativist resistance

K9 The government has taken actions to limit the amount of immigrants from certain nations that are allowed to come to the country

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

Debate the effectiveness of several landmark supreme court cases

Analyze seminal U.S. document for historical and literary significance, including how they address related themes and concepts.

Analyze and interpret visuals (artifacts, works of art, timelines, maps, etc) to infer content specific information.

Have students determine what gains still need to occur in today's Civil Rights

assess the growth and diversity of the Latino population during the 1960's and their efforts to secure civil rights. Cite reasons for the start of a Native American rights movement

- Draw a conclusion that the United Nations was organized for the purpose of preserving international peace and security and how it has functioned to prevent and resolve international conflicts

Writing persuasively

Tracing change over time

Recognize, define and use key vocabulary in context

Identify main idea and details

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Goal: To make a presentation on one influential person during the Civil Rights Movement.
Role: You are a Presenter at an assembly for middle and high school aged students.
Audience: Your peers.
Situation: With your wealth of knowledge, you have been asked to present at an Assembly in school on one person you believe was influential in the Civil Rights Movement. Your goal is to engage your audience and provide them with interesting information on your person.
Product: Your presentation should be visual (web 2.0 tools recommended) and should follow the directions on the guidelines sheet.

Other Evidence

- Completed note packets
- Blank world map—labeled and complete
- Jigsaw individual and group questions
- Entrance and exit slips
- o Reflective Writing
- T-Charts
- Student-created Political Cartoons
- Editorial
- Political cartoon exhibit note sheet
- Multiple choice quiz
- Posters
- Jigsaw Graphic Organizers
- Triple Venn Diagram
- Matching Quiz
- Panama Canal Map questions
- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
- Graphic Organizers

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
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- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Lesson 1: What are Civil Rights? (K1 and K2) (U1)

- Brainstorm a list of basic rights that should be given to all people.
- Define the phrase “civil rights” using a Frayer Model or other key term strategy.
<http://www.readingquest.org/pdf/wordmap.pdf>
- Define and determine the difference between the terms racism , prejudice and discrimination
- KWL (or other previewing activity for prior knowledge): What do you know about Civil Rights in America?
- Map Analysis (Segregation in the U.S. pp 379)
- Case Study-Emmett Till: Students should discuss the facts of the crime and case. They then should identify at least one way in which Emmett Till’s horrific death led to further pushes for civil rights (i.e. Greensboro 4, etc.)
<http://www.youtube.com/watch?v=PxK8u58PqTE>

Lesson 2: Civil rights: African American (K1, K2, K3, K4) (U1, U2, U3)

- Examine the historical roots of institutionalized racism beginning at the country’s founding with the Constitution. REVIEW the Reconstruction amendments (pp 68).
- Examine the unequal treatment of African Americans politically, economically, and socially from the late 19th century into the mid-20th century. Specifically look at **Jim Crow Laws** (pp 135).

Narratives of the Jim Crow South:

- *The Rise and Fall of Jim Crow* <http://www.pbs.org/wnet/jimcrow/>
- *Charles Gratton* http://www.pbs.org/wnet/jimcrow/media_players/a_gratton.html
- *Geroge Kenneth Butterfield Jr.* http://www.pbs.org/wnet/jimcrow/media_players/a_butterfield.html
- *Iosenh Holloway* <http://www.pbs.org/wnet/jimcrow/>

Understanding By Design Unit Template

Title of Unit	Vietnam war	Grade Level	9
Curriculum Area	US History 2	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:CCSS.ELA-Literacy.RH.9-10.1

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Range of Reading and Level of Text Complexity:CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
1. Various perspectives on types of government have led and can lead to violence/war 2. War is not necessarily over when peace is agreed upon; impact of war can last for decades 3. Media is an influence on public opinion	1. How does fear (or perceived fear) lead to war? 2. How does the media affect our opinions and points of view? 3. Are there ever really winners in a war? 4. Can war bring peace	
Related Misconceptions		
Knowledge Students will know...	Skills Students will be able to...	

1. Types of government:
Communism versus democracy
and American fear of
communism
2. Conflicting political and
economic philosophies
polarized foreign policies
worldwide
3. Media and propaganda played a
role in forming public opinion
4. The impact of the Vietnam War
lasted for years to come in
Southeast Asia (i.e.:
unexploded bombs still
detonate)
5. Impact of Vietnam War was
also very strong on the Home
front
6. War impacts a culture and
can change societal roles or
beliefs
7. War can either cause
nationalism and pride as
seen in the American people
in the World Wars or a have
polarizing effects on its
people
8. How different sides of war will teach war differently in
the respective countries

1. Analyzing data in forms of
charts and graphs
2. Analyze primary sources
3. Compare and Contrast
communist and capitalist
societies
4. Evaluate key factors that led
to the Vietnam War
5. Composing perspective
pieces using historical
accurate information
6. Compare and contrast how
in respective countries deal
with / teach the aftermath of
war
7. Using various sources of
information for research
8. Evaluate historical
importance of events and
their impact on current
events
9. Debate and form opinions
with evidence to support
argument
10. Interpret political cartoons
and propaganda; and their
impact on forming opinions
and attitudes
11. Recognize bias
12. Summarize important details
13. Use map skills to identify
important countries and
territories
14. Evaluate sources of
information, specifically in
online resources

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

1. Analyze aftermath of World War Two: Students will create a cause and effect chart starting from World War One to Vietnam War, using specific events and people (example: Treaty of Versailles). Students will analyze how national interests and differing ideologies after the war polarized countries around the world. Also, United States and Russia became superpowers after the war - how did this impact their relationship?

2. Examine forms of Government and Structure: Students will examine and diagram the strengths and weaknesses of communism and capitalism/democracy. Students will explain how each were a threat to the other and countries wanted to spread their form of economy/government and hinder the growth of the other. Using their diagram, students will evaluate the concept of containment and Domino Theory and if these two opposing views were really threats to each other, or merely perceived threats that turned into war. With a partner, decide: was Communism a real threat to America? Should differences in ideologies in forms of government lead to war? When is war okay? Defend answers.

3. Perspective Journals: Compose two different journal or diary entries: one from the point of view of an American teen and the other from a Vietnamese teen at the end of the war. Use historically accurate details of events to include in journal entry to support evidence for your character's point of view(s). Students will use provided media and technology, as well as individual research to help form their characters. They will analyze eyewitness accounts in video and written form, photographs, literature, and primary sources.

4. Compare and Contrast Ways of Teaching: Students will use media and individual research to understand the differences in how the Vietnam War is taught in both American and Vietnamese changed the way people protest (Think Arab Spring).

7. Debate: Using their knowledge of the different ideologies of foreign policy, specifically isolationism versus interventionism and come up with an argument on how America should form our current and/or future foreign policy. Students will be broken into two groups by random and have to defend either isolationism or

Other Evidence

- Completed note packets
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- Jigsaw individual and group questions
- Entrance and exit slips
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 - Editorial
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- Triple Venn Diagram
- Matching Quiz
- Panama Canal Map questions
- Think-Ink-Pair-Share
- Multiple choice chapter assessment
- o Multiple Choice
 - Graphic Organizers

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
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- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
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- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Summary of Key Learning Events and Instruction

1. **Analyze Aftermath of World War II:** *see description above*

2. **Causes of War:** Describe how the following events impacted the Vietnam War - Historical relationship from China and Vietnam, French Indochina War, Containment of Communism, Conflict Resolution, Geneva Accords, Diem Regime

3. **Examine forms of Government and Structure:** *see description above*

4. **American Entry into War:** Identify United States' reasons for entering war and their involvement:

Domino Theory, Gulf of Tonkin Resolution, and Tet offensive. Ideologically differences and disputes over the fate of Germany lead to the Cold War between the U.S. Great Britain, and the Soviet Union.

5. **Identify theories of foreign policy:** The United States adopts a policy of containment in Europe, which used funding to contain communism and prevent its spread. As the Soviet Union assists in the spread of communism throughout the world, the U.S. seeks to fight it using funding and armed conflict in Korea and Vietnam. This is different from our previous "isolationist" attitude, as seen before World War One and World War Two.

6. **Timeline of Events in Vietnam War (multiple days/lessons):**

identify the major events of the Vietnam War and create a timeline with visuals and description of event. Students lessons will include online lessons created by teacher as well as additional YouTube videos or on-line videos to support understanding. Events will include Geneva Accords (North and South Vietnam, 17th parallel, United States supports Ngo Dinh Diem, rise of Viet Cong, Kennedy sends advisors to train South Vietnamese Army (ARVN) Kennedy's assassination, Gulf of Tonkin Resolution

