



**Curriculum Guide**  
**Social Studies**  
**Grade 8**

OBE Approval Date: December 10, 2019 \_\_\_\_\_

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<b>Content Area:</b>	United States History II	<b>Grade(s)</b>	8
<b>Unit Plan Title:</b>	America Reemerges into a Nation of Great Wealth.		
<b>College and Career Readiness Standards</b>			
Chapter 17			
<input type="checkbox"/> CRP5- Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP9 Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.			
Chapter 18			
<input type="checkbox"/> CRP5 Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP11 Use technology to enhance productivity.			
Chapter 19			
<input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CR9P. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee			
<b>Overview/Rationale</b>			
Unit 5 The Nation Breaks Apart (1865-1877)			
Ch. 17 Reconstruction			
sec. 1 Rebuilding the South			
sec. 2 The Fight over Reconstruction			
sec. 3 Reconstruction in the South			
<p><b>Overview-</b> After the Civil War, America had to find different ways to rebuild the nation. Political figures from the North had to figure out how they were going to restore the Union, transform southern society ruined by war, and enact progressive legislation that would benefit African Americans. Although, African Americans gained their freedom, they still faced many hardships that hindered their economic, social, and political growth. Northern Republicans created the Freedmen’s Bureau to offer protection to the newly freed slaves, which was an agency providing relief for freed-people and certain poor people in the south. The Freedmen’s Bureau became a failure when President Andrew Johnson became President after Abraham Lincoln’s death.</p>			
<p><b>Rationale-</b> Reconstruction is an important time period in American History because it shows how the nation reacted after war. There was a struggle after the Civil War about what policies were going to be implemented to help the country return to normalcy. Even though many slaves were given freedom under the 13th, 14th, and 15th, Amendments, many African- Americans were restricted due to Black Codes the death of Abraham Lincoln.</p>			
Unit 6 A growing America (1850-1914)			
Ch.18 Americans Move west			

sec.1 Miners, Ranchers, and Railroads

sec. 2 Wars for the West

sec. 3 Farming and Populism

**Overview-** After the Civil War many people moved out to the west. The government gave American citizens incentives to move out west. For trade purposes, the government and railroad companies-built railroads that connected the east coast and west coast of America. The railroad was built to influence trade and movement out west. While moving out west, settlers found natural resources like gold and silver which influenced more people to move out west. Native Americans were negatively affected by westward expansion because they were forced off their land.

**Rationale** - Westward expansion is significant because this is the start of industrialization. The transcontinental railroad was built, and America saw a growth in urban cities. US cities were able to trade with foreign markets. As the needs of industrial workers became ever more important the national political scene became dominated by the discrepancy in the needs between America's rural and urban populations. As well as the needs of new classes created by industrialization and the abolition of slavery. Lastly, the treatment of Native Americans was terrible, and they suffered because of the growth of the Nation.

### **Standard(s)**

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.

6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address

discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**Technology Standard(s)**

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

**Interdisciplinary Standard(s)**

**Reading**

RH.6-8.1—Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Craft and Structure

RH.6-8.4—Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Integration of Knowledge and Ideas



RH.6-8.7—Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9—Analyze the relationship between primary and secondary source on the same topic.

**Writing**

WHST.6-8.1—Write arguments focused on discipline-specific content.

WHST.6-8.1a—Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**Essential Question(s)**

**Ch. 17 Reconstruction**

- How do nations move forward after a war?
- How do national leaders shape a nation after a war?

**Ch. 18 Americans Move West**

- What causes human migration?
- What impact, if any, does transportation have on human migration?

**Ch. 19 The Industrial Age**

- How do advances in technology affect society?
- How does organized labor impact society?
- How does wealth distribution affect society?

**Enduring Understandings**

**Chapter 17 (Reconstruction)**

- The nation faced many problems in rebuilding the union. (section 1)
- The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction. (section 2)

- As reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild.

Chapter 18 (Americans Move West)

- As more settlers moved west, mining, ranching, and railroads soon transformed the western landscape. (section 1)
- Native Americans and the U.S. government came into conflict over land in the west. (section 2)
- Settlers on Great Plains created new communities and unique political groups. (section 3)

Chapter 19 (The Industrial Age)

- The second Industrial Revolution led to new sources of power and advances in transportation and communication. (section 1)
- The growth of big business in the late 1800s led to the creation of monopolies. (section 2)
- Changes in the workplace led to rise in labor unions and workers' strikes. (section 3)

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.			
Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
Students will be able to analyze, construct, form opinions, and evaluate: Chapter 17 (Reconstruction) The events that caused Reconstruction. (section 1)			

The laws created during Reconstruction. (section 1)  
The major political figures during Reconstruction. (section 2)  
The contributions of the Freeman's Bureau. (section 2)  
The role Andrew Johnson played in Reconstruction. (section 2)  
The southern influence during Reconstruction. (section 3)  
African Americans during Reconstruction. (section 3)

### **Chapter 18 Americans Move West**

Politicians wanted to connect the East and the West by railroads. (section 1)  
The government gave incentives to American citizens moving out west. (section 1)  
The unfair treatment of Native Americans. (section 2)  
The railroads transformed American life. (section 2)  
The hard work and effort by those who built the railroad. (Section 3)  
The Homestead Act. (section 3)

### **Chapter 19 (The Industrial Age)**

How did new inventions change American life? (section 1)  
Who are famous inventors and how did they contribute to society? (section 1)  
What led to the rise of big business? (section 2)  
What influence did John D. Rockefeller and Andrew Carnegie have on monopolies? (section 2)

## **Assessments**

### **Pre and Formative**

#### **Chapter 17 Reconstruction**

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 557), Section 2 Assessment- Reviewing Ideas Terms and People. (Teacher Edition p. 563), Section 3 Assessment- Reviewing Ideas, Terms, and People. (Teacher Edition p. 571)
- Guided Reading Workbook- Key Terms and People (p.193-195)
- Primary Source, Reading Like a Historian- Help students practice reading the document like historians. Why might the people on the boat be leaving Richmond? (Teacher Edition p.554)
- Section 1-3 Standardized Test Practice (U.S History textbook p. 575) If it is practice, isn't it formative?
- Section 1-3 quiz (Progress Assessment book p.190-192)

#### **Chapter 18 Americans Move West**

- Bell ringer- Why do people migrate to different places?
- Section 1 Assessment- (Teacher Edition p. 592)
- Section 2 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 598)
- Section 3 assessment-Reviewing Ideas, Terms, and People. (Teacher Edition p. 605)
- Guided Reading Workbook- Key Terms and People (p.205-211)
- Primary Source- Political Cartoon- supporting Radical Ideas- Why do you think that the men are shown in their confederate uniforms? (U.S History textbook p.559)
- Sections 1-3 Standardized Test Practice (U.S History Textbook p.609)
- Section 1-3 quiz (Progress Assessment book p. 205-207)

#### **Chapter 19 Industrial Age**

- Section 1 Assessment-Reviewing Ideas, Terms and People. (Teacher Edition p. 618),
- Section 2 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 622),
- Section 3 assessment (Reviewing Ideas, Terms and People. (Teacher Edition p. 627)
- Guided Reading Workbook- Key Terms and People. (p. 211-219)
- Geography Skills/ Interpreting Maps- Which state had the most African- American state legislators? (U.S History Textbook p. 565)
- Section 1-3 Standardized Test Practice (U.S History Textbook p. 631)
- Section 1-3 quiz (Progress Assessment book p.213-215)

#### **Summative**

- Chapter 17 Reconstruction
- Section 1-3 test (Progress Assessment book p. 193-204)
- Critical Thinking questions (U.S History Textbook p.557,563,571)
- Chapter 17 Review Questions (U.S History Textbook p.573)

#### **Chapter 18 Americans Move West**

- Section 1-3 test (Progress Assessment book p. 208-212)
- Critical Thinking and Focus on Writing questions (U.S History Textbook p.592,598,605)
- Chapter 18 Review Questions (U.S History Textbook p. 607)

#### **Chapter 19 The Industrial Age**

- Section 1-3 test (Progress Assessment book p. 216- 220)
- Critical Thinking questions (U.S History Textbook p.618, 622, 627)
- Chapter 19 Review Questions (U.S History Textbook p. 629)

#### **Authentic Assessments**

- **Chapter 17**
- Focus on Writing- Writing a Job History: Put yourself in the shoes of a person living during Reconstruction. It can be a returning soldier, a former slave, a former school teacher or a politician. What jobs would that person seek? Why would he or she leave one job for another? Write a brief job history for that person during Reconstruction Include a least four jobs. (U.S History Textbook p.574 question 16)
- Writing a Proposal- Have students work in pairs to write a proposal that explains why the Freedmen's Bureau deserves an awards. Students would then have to design an image of a memorial that honors the Freedmen's Bureau. (Teacher Edition sec 1. P. 556)
- **Chapter 18**
- Focus on Writing- Writing a Job History- Pretend you are working on the railroads, write a letter home describing what it is like building the Transcontinental Railroad. (U.S History Textbook p.608 question 12)
- Organize students into groups. Students will research, write and enact a news cast featuring the lead story of the day, "Fourteenth Amendment Is Ratified. Have students use their notes or other resources to gather information. Have each group create a news skit summarizing events leading up to the ratification of the amendment. Remind groups to provide information regarding the provisions of the Fourteenth Amendment as well as voting information from Congress and from some of the states. Encourage students to act out

dialogue between anchors or have students cut to a reporter standing by “on the scene.” Have group perform its broadcast. a class, conduct a mock trial for President Andrew Johnson. (Teacher Edition sec. 2, p.560)

- **Chapter 19**

- Focus on Writing- Writing Your Business Plan- Determine a good product to sell, and write two or three paragraphs in which you explain why your product will sell, which business practices you can use to make your product and how to avoid conflicts with workers. (U.S History Textbook p. 630, question 16)
- Assign students to small groups and have each group research an invention. Have students use their research to create a poster that explains how the idea or process works, what it is used for, and what effect it has had on the world. Set your classroom up like you are going to have a science fair and have each group present their exhibit to the class. (Teacher Edition sec. 1, p.616)

#### **Other Assessment Measures**

- Ch. 17
- Draw a four-column chart for students to see. Label the columns, Opposition to President Johnson, Fourteenth Amendment, Congress Takes Control, and Fifteenth Amendment. Have students make a copy of the chart and complete and place events in the appropriate columns. For each column in the chart have students write one to three sentences summarizing the information they identified. (Teacher Edition sec.2, p.558)
- Organize the class into four groups. Have each group use the library, Internet or other resources to gather information about the impeachment proceedings against Andrew Johnson. Then have the class stage the mock trial.(Teacher edition sec. 3, p.560)
- To help students understand the causes and effects of the rise of the Ku Klux Klan, draw the graphic organizer for students to see. Have students copy the graphic organizer and complete it by identifying the causes and effects of the rise of the Klan. (Teacher edition sec. 3 p. 566)
- Organize the class into small groups. Have each group create a poster that compares and contrasts the two Supreme Court decisions, including the effect of each on African Americans and other minorities. Ask students to make their posters visually appealing. Then have each group write a short paragraph that draws conclusion about why the Supreme Court reversed its earlier conclusion. (Teacher edition sec. 3 p.568)
- Students will have to gather facts about the African Americans who served as buffalo soldiers—their backgrounds, their contributions—as well as use those facts as the basis for an original folk song. After students have written first drafts of their songs (and, perhaps, music), let them work in small groups to improve each effort and to select one to prepare for performance for the class. (sec 2 <http://www.discoveryeducation.com/teachers/free-lesson-plans/buffalo-soldiers.cfm> )
  - Additional assessments in the teachers edition (p.548-579)
- **Chapter 18 Americans Move West**
- Organize the class into small groups. Ask each group to create a poster to advertise one of the following jobs: miner, rancher, railroad worker. Instruct students to list or draw things that might influence a person from the eastern United States or from another country to move west to work in this position. (Teacher Edition sec. 1, p.586)
- Railroad Ad campaign- Have each student design a magazine advertisement that features text and illustrations

to promote the railroad. Advertisements should stress details such as the speed of travel, improvements in communication and the growth of western business. (Teacher Edition sec. 1, p. 591)

- Ask each group to create a museum exhibit that depicts the animals used by the Plains Indians, the ways that the animals were used and why the animals were important. Ask students to provide both text and visual displays or models in their exhibits. Display student exhibits for the class to see and lead a discussion on how the lifestyles of the Plains Indians were different from that of American settlers. (Teacher Edition sec. 2, p. 594)
- In-depth Oral Reports- Organize the class into three groups and have each group use the library or internet to conduct in-depth research on one of the incidents listed. Have each group prepare an oral presentation of their findings, including visual aids, as needed. Each group should delegate research illustrations and presentation task. (Teacher Edition sec. 2, p. 597)
- Ask students to imagine that they have been asked to lead a local group of farmers campaigning for political and economic change. Have each student write a letter to Congress listing the group's goals that they would like politicians to address. (Teacher Edition sec. 3, p. 603)
- Organize the class into two groups to form a debate. Each group will nominate one person to act as the presidential candidate, and then state a mock presidential debate. At the end of the debate, have students vote for the candidates. Discuss with students the reasons their election results were the same as or different from the historical results. (Teacher Edition sec. 3, p. 604)
  - Additional assessments in the teacher's edition (p. 586-607)
- **Chapter 19 (The Industrial Age)**
- Use the reading check questions for sections 1, 2, and 3 on various pages in the chapter.
- Discuss with students how industrialization has changed life in the United States. Explain that before goods were mass produced, they were made by hand. Have students create a chart with two columns. In the first column, have them list technological innovations we may take for granted such as electricity, the telephone, etc. In the second column, have students explain how these technologies and the way they are produced, have affected American society. For instance, email and cell phones have improved communication. Discuss the list with the class, then review some of the changes brought on by increased industrialization and rise of big business in the late 1800s. Ask students to identify why workers joined unions in the late 1800s, and what might attract them to join unions today. (Teacher Edition sec. 1, p. 610)
- Have each student choose a company that was in existence during the late 1800s and track the stock of that company. Companies might include U.S Steel, Western Union or Ford Motor Company. Discuss the symbols used by corporations and how to find symbols for companies they will track. Have students track the value of stock for the companies they selected for a set period of time. Then have students create a line graph that depicts changes in value over this period. (Teacher Edition sec. 2, p.620)
- Have students make a list of complaints that workers may have had about their working conditions and steps that labor unions might have taken to correct these problems. Have students create speeches, songs, or poems that express these ideas. Remind students that they must include both complaints of workers and the goals of labor unions. (sec. 3)
- Additional assessments in the teacher's edition on (p. 614-629)

## Teaching and Learning Actions

### Instructional Strategies

Cornell Notes, Learning Menu, Concept Maps, SQ3R, Graphic Organizers, Chronological Thinking, Chat Stations Bucketing, Writing Slogans, Summarization, Group Learning and Outlining, DBQs, Thinking Like a Historian.

## MTSS:

### MTSS:

#### Special Education Student Modifications:

- Adhere to all modifications and health concerns as stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use online reading software, which can adjust its Lexile level to accommodate each student's reading level.
- Print out a guided worksheet for students to fill in to scaffold their notetaking skills.
- Accommodating instructional strategies: Reading aloud, graphic organizers, reading study guides, chapter summaries, scaffolded worksheets, class website, Online collaboration platform, definition list, syllabus, QFT, large print, use of dyslexia font, outlines.
- Use online tools that allow students to use: Speech-to-text resource, spell-check software, picture enlargement, and dictionary/ thesauri.

#### Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

#### -Academic Support:

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

#### -PBS Learning Media Middle School Image

#### Resources:

<https://nj.pbslearningmedia.org/grades/middle->

#### At Risk of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
  - Modified instructional strategies Reading Aloud, graphic organizers, reading study guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, online images and experiences, peer support, one on one instruction.
  - Use of computer monitoring software to keeps students on task while using chrome books.
  - Academic Contracts
  - Create alternative assignments for students that will target their specific form of "multiple intelligence." (i.e. auditory-musical, bodily-kinesthetic, existential, etc.)
- Constant parental contact along with mandatory tutoring appointments**

#### -Academic contracts

#### -Extra Credit Strategies that Work:

<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities <http://www.idonline.org/>

- Differentiated learning <https://mrnussbaum.com/history>

- Differentiated Readings <https://breakingnewsenglish.com/>

#### Chapter 17: Reconstruction

- Ed helper: Worksheets for Reconstruction <https://www.edhelper.com/US After Civil War.htm>
- Newsela: Reconstruction <https://newsela.com/search-beta?needle=Reconstruction>
- Library of Congress: Slavery in the United States <http://www.loc.gov/teachers/classroommaterials/lessons/slavery/>

[school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://www.loc.gov/teachers/classroommaterials/lessons/indianschool/?selected_facet=media_type:Image&selected_facet=subject:3026)

-PBS Learning Media Middle School Audio Resources:

<https://nj.pbslearningmedia.org/grades/middle->

[school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://www.loc.gov/teachers/classroommaterials/lessons/indianschool/?selected_facet=media_type:Audio&selected_facet=subject:3026)

- Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities  
<http://www.idonline.org/>

- Center for Implementing Technology in the classroom <https://www.cited.org/>

- Differentiated learning  
<https://mrnussbaum.com/history>

- Council for Exceptional Children  
<https://www.cec.sped.org/>

- Schwab Foundation for Learning  
<http://www.schwabfoundation.org/About-CHSF/Publications/Schwab-Learning.aspx>

- Differentiated Readings  
<https://breakingnewsenglish.com/>

### Chapter 17: Reconstruction

- Tiered readings on Reconstruction  
<https://newsela.com/read/lib-south-reconstruction-period>
- <https://newsela.com/read/gl-history-reconstruction/id/22889/>
- Ed helper: Worksheets for Reconstruction  
[https://www.edhelper.com/US After Civil War.htm](https://www.edhelper.com/US_After_Civil_War.htm)
- Stanford History Education Group: Slavery Narratives  
<https://sheg.stanford.edu/history-lessons/slavery-narratives>
- Newsela: Reconstruction  
<https://newsela.com/search-beta?needle=Reconstruction>

### Chapter 18: Americans Move West

- Library of Congress: Indian Boarding Schools  
<http://www.loc.gov/teachers/classroommaterials/lessons/indianschools/>

### Chapter 19: Industrial Age

- Stanford History Education Group: Pullman Strike  
<https://sheg.stanford.edu/history-lessons/pullman-strike>

Gifted and Talented Students:

- Modified instructional strategies Socratic seminar, group discussion, QFT, think-pair-share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents and completing case studies.
- Student led classroom instruction, also project based learning.

-Think-Pair-Share:

<https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: <https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar-29/>

-Sharemylesson.com Gifted and talented resource page:

[https://sharemylesson.com/search?grade\[\]=middle school&subject\[\]=gifted and talented&f\[\]=curriculum tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle+school&subject[]=gifted+and+talented&f[]=curriculum+tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

### Chapter 17: Reconstruction

- Higher level reading, critical thinking skills, and teaching Reconstruction from a different perspective:  
<https://www.zinnedproject.org/campaigns/teach-reconstruction/>
- New Visions: Teaching literacy test and poll taxes  
<https://docs.google.com/document/d/1ZJPQGBKlvUz3fH5UPevzcNijqHftcOgoBZClspUTNg/edit>
- New Visions: Plessy v. Ferguson  
[https://docs.google.com/document/d/1uW\\_tWFRXnDzWPdvWr8MZTaxysNaGNSkxMmsVmJQMo/edit#](https://docs.google.com/document/d/1uW_tWFRXnDzWPdvWr8MZTaxysNaGNSkxMmsVmJQMo/edit#)

### Chapter 18: Americans Move West



## Chapter 18: Americans Move West

- <https://newsela.com/read/lib-ushistory-louisiana-purchase/id/26820/>
- <https://newsela.com/read/lib-westward-expansion>
- <https://rewordify.com/>
- Edhelper: Manifest Destiny <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Stanford History Education Group: Manifest Destiny <https://sheg.stanford.edu/history-lessons/manifest-destiny>
- Stanford History Education Group: Louisiana Purchase <https://sheg.stanford.edu/history-lessons/louisiana-purchase>
- Stanford History Education Group: Sharecropping <https://sheg.stanford.edu/history-lessons/sharecropping>

## Chapter 19: Industrial Age

- Edhelper: Industrialization <https://search.edhelper.com/cgi-bin/ednet.cgi>
- New Visions: Graphic Organizer for Industrialization <https://curriculum.newvisions.org/social-studies/resources/resource/graphic-organizer-industrialization/>

### English Language Learners (ELL) Students:

- Use district bought software; give students the option to change the language of the article to the student's native language for most articles.
- Use software that will: enable text to speech in multiple languages, find synonyms, translate text, and screenshot text for later use.
- Use district software to create word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.

- C3 Teachers (Was Americans Expansion Justified?) <http://www.c3teachers.org/inquiries/american-expansion/>
- C3 Teachers (Was the Dust Bowl a perfect storm? ) <http://www.c3teachers.org/inquiries/dust-bowl/>
- New Visions: Causes and Effects of Westward Expansion <https://docs.google.com/document/d/1uvylQq416ho6dWR0kSTf8r1zpx3yw34S8oWcO2waJVA/edit?usp=sharing>
- New Visions: American Progress – A Painting by John Gast [https://docs.google.com/document/d/18E29xhR1b5LND\\_erslhKd1CtWSwndYS9hhfYfCmZ8nl/edit](https://docs.google.com/document/d/18E29xhR1b5LND_erslhKd1CtWSwndYS9hhfYfCmZ8nl/edit)
- Library of Congress: The Alaska Purchase <http://www.loc.gov/teachers/classroommaterials/lessons/alaska-purchase/>

## Chapter 19: Industrial Age

### New Visions: Causes and Effects of Industrialization

<https://docs.google.com/document/d/1nSOdCty84a5sgHrbT-OmdudEdCUMU-9tpOBihqle8Mg/edit>

- Library of Congress: Industrial Revolution in the United States Primary source set <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>

### Students With a 504:

- Adhere to all modifications and health concerns as stated in each 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.
  - **PBS Learning Media Middle School Audio Resources:** [https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)
  - **Teaching students with disabilities** <http://www.ldonline.org/>
  - **Center for Implementing Technology in the classroom** <https://www.cited.org/>
  - **Differentiated learning** <https://mrnussbaum.com/history>
- ## Chapter 17: Reconstruction
- Stanford History Education Group: Slavery Narratives

- Teacher modeling and written instructions for every assignment
- Reference prior knowledge, use graphic organizers, flash cards, read tiered literature, reference cultural components, use dictionaries, utilize multimedia.

- <https://rewordify.com/>
- <https://teachinghistory.org/teaching-materials/english-language-learners/24143>
- <https://teachinghistory.org/teaching-materials/english-language-learners/24552>
- Teachers First: Adapt-a-strategy  
<https://www.teachersfirst.com/content/es/adaptstrat.cfm>

**-Struggling Readers:**  
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

**-Spanish for Native/Heritage Speakers:**  
<https://www.curriculumpathways.com/portal/#/pd/strategies/13> -English Language Learners:  
<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

**-Library of Congress Images Catalog:**  
<http://www.loc.gov/pictures/>

**-PBS Learning Media Middle School Image Resources:**  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

**-PBS Learning Media Middle School Audio Resources:**  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

**-Flash Cards:** <https://tinycards.duolingo.com/>

**- Differentiated learning**

<https://sheg.stanford.edu/history-lessons/slavery-narratives>

### **Chapter 18: Americans Move West**

- Stanford History Education Group: Manifest Destiny  
<https://sheg.stanford.edu/history-lessons/manifest-destiny>
- Stanford History Education Group: Louisiana Purchase  
<https://sheg.stanford.edu/history-lessons/louisiana-purchase>
- Stanford History Education Group: Sharecropping  
<https://sheg.stanford.edu/history-lessons/sharecropping>

### **Chapter 19: Industrial Age**

#### **New Visions: Graphic Organizer for Industrialization**

<https://curriculum.newvisions.org/social-studies/resources/resource/graphic-organizer-industrialization/>

<https://mrnussbaum.com/history>

-Large collection of resources for teaching ELL students

<https://www.accreditedschoolsonline.org/resources/esl-ell-resources-for-teachers-parents-and-students/>

- Resources for teaching ELL students

<http://www.everythingsl.net/index.php>

- Differentiated Readings

<https://breakingnewsenglish.com/>

### Chapter 17: Reconstruction

- Newsela: Reconstruction

<https://newsela.com/search-beta?needle=Reconstruction>

- Library of Congress: Slavery in the United States

<http://www.loc.gov/teachers/classroommaterials/lessons/slavery/>

### Chapter 18: Americans Move West

- Teachers First: Adapt-a-strategy

<https://www.teachersfirst.com/content/esl/adaptstrat.cfm>

### Chapter 19: Industrial Age

- <https://teachinghistory.org/teaching-materials/english-language-learners>

- New Visions: Graphic Organizer for Industrialization

<https://curriculum.newvisions.org/social-studies/resources/resource/graphic-organizer-industrialization/>

- Library of Congress: Industrial Revolution in the United States Primary source set

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>

**Activities Ch. 17**

**Chapter 17**

*ELL - English*

Writing- Have students locate and read a copy of Abraham Lincoln's second inaugural address.

<p><i>Language Learners</i></p> <p><i>D- Ch. 17 see pages (559, 569)</i></p> <p><i>SN - Special Needs</i></p> <p><i>D- Ch. 17 see pages (553, 565, 566)</i></p> <p><i>G&amp;T - Gifted &amp; Talented</i></p> <p><i>D- Ch. 17 see pages (553, 562, 567, 568, 570)</i></p>	<p>Have each student write a short summary of the speech, including a short explanation of Lincoln’s views on Reconstruction. Discuss with students their interpretations of Lincoln’s ideas. (sec. 1 p. 553)</p> <p>Students will create a documentary about the changes African Americans experienced after the ratification of the Thirteenth Amendment. Have students create storyboards for their documentaries. Once the storyboards are complete, have each student write an introduction and conclusion for his or her film. (Teacher Edition sec. 1 p.555)</p> <p>Focused on writing: Considering Historical Context: Many people planned to continue doing what they had done before the war. Others planned to start a new life. How do you think events and conditions you just read about might have affected their plans? (Teacher Edition sec 1. p.557)</p> <p>Primary sources - Help students practice reading political cartoons like historians. Ask, what is the point of view expressed in the political cartoon? Does the cartoon appear to be objective about the subject matter? What indicates that? (Teacher Edition sec. 2, p. 559)</p>
<p><b>Activities Ch. 18</b></p> <p><i>ELL - English Language Learners</i></p> <p><i>D- Ch. 18 see pages (588, 590, 601)</i></p> <p><i>SN - Special Needs</i></p> <p><i>D- Ch. 18 see pages (587, 604)</i></p> <p><i>G&amp;T - Gifted &amp; Talented</i></p> <p><i>D- Ch. 18 see pages (589, 594, 602)</i></p>	<p>Interpreting Maps: Students will answer questions about Maps during Reconstruction. Which military district was the last to be readmitted to the Union? What southern state was readmitted without having been made part of a military district? (Teacher Edition sec. 2, p. 561)</p> <p>Identify Cause and Effect: Students will respond in two paragraphs to the following questions. What led congress to call for the impeachment of President Johnson, and what was the result of the impeachment trial? Who won the election of 1868? Who were the states to be readmitted under the Reconstruction Acts? (Teacher Edition sec 2, p. 562)</p> <p>Taking notes: Have students use the graphic organizer online to take notes on the section. This activity will prepare students for the Section Assessment, in which they will complete a graphic organizer that builds on the information using the Critical Thinking Skill: Identifying Causes and Effects. (Teacher Edition sec. 3 p.564)</p> <p>Focus on Writing- Despite the difficulties of Reconstruction, the Freedmen’s Bureau and plans to bring industry to the “New South” did create new jobs. What might have led people to leave their jobs for new ones? (Teacher Edition Sec.3 p. 571)</p>
<p><b>Activities Ch. 19</b></p> <p><i>ELL - English Language Learners</i></p> <p><i>D- Ch. 19 see pages (617)</i></p>	<p><b>Chapter 18</b></p> <p>Ask students to consider what kind of work they would choose to do in the West- farming, mining, or ranching. Ask students to imagine the working conditions of each vocation, and what challenges each might involve. Remind students that in any cases, farms, mines, and ranches developed in areas already occupied by Native Americans. Students will answer the following question: What cultural conflict might result as American businesses and settlers came into contact with Native Americans? (Teacher Edition sec.1, p582)</p> <p>Direct Teach-Students will respond to the following questions in their notebook. Who was</p>

<p><i>SN - Special Needs</i></p> <p><i>D- Ch. 19 see pages (616)</i></p> <p><i>G&amp;T - Gifted &amp; Talented</i></p> <p><i>D- Ch. 19 see pages (620, 626)</i></p>	<p>Henry Comstock? What made mining dangerous? Why do you think people from other countries came to America to work the mines? (Teacher Edition sec 1. p. 587)</p> <p>Collaborative Learning- Organize the class into several small groups. Have each group create a comic book that highlights the major events and changes that took place in the cattle industry during the mid-1800s. Comic books should depict these significant details: cowboys on a cattle drive, the building of holding pens for cattle along railroad lines, the range wars, and the end of the open range. (Teacher Edition sec. 1 p.589)</p> <p>Graphic Organizing - Draw a chart listing the following geographical areas: Great Plains, Southwest, Far West. Have groups identify ways in which Native Americans in their assigned area came into conflict with the U.S government. Have volunteers from each group share their findings. Write their responses on the master chart for students to see. (Teacher Edition sec. 2 p.593)</p> <p>Focused on Writing- Ask students to imagine that they are teaching young Plains Indian children how to use buffalo. Have them write a description of the many uses of buffalo. (Teacher Edition sec. 2 p. 594)</p> <p>Direct Teach-Student's will respond to the following questions in their notebook. Identify which U.S. and Sioux leaders battled at the Battle of Little Bighorn. Why did the U.S. government want the Sioux to sell back their reservation? Why did the Sioux eventually surrender? (Teacher Edition sec. 2 p. 596)</p> <p>Collaborative Learning-. Have groups work together to create a mural depicting a day in the life of a settler and how settlers adapt to their environment. Display students' murals in the classroom and ask each group to explain the activities it has depicted in their murals. (Teacher Edition sec. 3 p.602)</p> <p><b>Chapter 19</b></p> <p>Have students create a chart with two columns. In the first column, have them list technological innovations we may take for granted such as electricity, the telephone, etc. In the second column, have students explain how these technologies and the way they are produced, have affected American society. (Teacher Edition sec 1. p 610)</p> <p>Map Skills- Give students a blank outline map of the United States. As they read this section, have students use their maps to locate and identify the places discussed in the section. Students should also create a key or legend identifying the reason the place is important. (Teacher Edition sec 1. p. 614)</p> <p>Chronological Thinking- Create a timeline of all of the inventions during this time period. <a href="http://hmhsocialstudies.com">hmhsocialstudies.com</a> (Teacher Edition sec 1. p. 616)</p> <p>Teach the Big Idea- Have students create an outline of this section. Ask students to use the same headings and subheadings as used in the section. Then have students identify three or four</p>
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	<p>specific details to support each heading or subheading. Organize the class into small groups have students in each group compare and contrast their outlines as a review of the section. (Teacher Edition sec 2. p. 619)</p> <p>Writing Eulogies- Review with students the biographies of John D. Rockefeller, Andrew Carnegie, and Leland Stanford. Ask each student to imagine that he or she has been selected to give the eulogy at the funeral of one of these famous American business leaders. Then have each student write a one-page eulogy evaluating the life and achievements of the person selected. (Teacher Edition sec.2 p. 623)</p> <p>Focus on writing- In your notebook, list some reasons why industrial workers were unhappy with working conditions. Can you think of ways to run your business so that you can abide the problem of strikes? (Teacher Edition sec. 3 p. 627)</p>
<p><i>Experiences</i></p>	<p>Field trips- Students can take trips to various locations to enhance their knowledge on what they are learning.</p> <p>Trips</p> <p>Militia Museum History (Chapter 17, Reconstruction)</p> <p><a href="http://www.classtrips.com/detail/2054/968/field-trips-in-new-jersey-to-civil-war">http://www.classtrips.com/detail/2054/968/field-trips-in-new-jersey-to-civil-war</a></p> <p>New Jersey Historical Society (Chapter 17, Reconstruction)</p> <p><a href="http://www.classtrips.com/detail/2054/968/field-trips-in-new-jersey-to-civil-war">http://www.classtrips.com/detail/2054/968/field-trips-in-new-jersey-to-civil-war</a></p> <p>The Paterson Museum (Chapter 19, inventions and innovations)</p> <p><a href="http://www.classtrips.com/detail/2054/237/field-trips-in-new-jersey-to-history-museumsexhibits">http://www.classtrips.com/detail/2054/237/field-trips-in-new-jersey-to-history-museumsexhibits</a></p> <p>Thomas Edison Museum (Chapter 19, inventions and innovations)</p> <p><a href="http://www.fieldtrip.com/nj/17360550.htm">http://www.fieldtrip.com/nj/17360550.htm</a></p> <p><a href="http://www.fieldtrip.com/nj/17360550.htm">http://www.fieldtrip.com/nj/17360550.htm</a></p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Holt McDougal United States History</li> <li><input type="checkbox"/> Holt McDougal Guided Reading Workbook</li> <li><input type="checkbox"/> Progress Assessment Support System (with answer Key)</li> <li><input type="checkbox"/> United States History differentiated instruction</li> </ul>	

- [www.hmhsocialstudies.com](http://www.hmhsocialstudies.com)
- <http://www.beesburg.com/edtools/glossary.html>
- Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.html>
- Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
- DBQs- <https://sheg.stanford.edu/us> (Ch.17,18,19)
- Historical Videos- <http://www.history.com/topics/american-civil-war/reconstruction/videos95E7D8DD97CC6F02> (Chapter 17)
- <http://www.history.com/topics/inventions/transcontinental-railroad/videos> (Chapter 18)
- <http://www.history.com/topics/child-labor/videos> (Chapter 19)
- Primary Source Documents - <http://www.digitalhistory.uh.edu/> (Ch. 17,18,19)
- Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
- Lesson Plans and Activities - <https://www.edhelper.com> (Ch. 17,18,19)
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- U.S. Constitution Resources - <http://www.constitution.org/>
- Connecting History to today-
- [www.newsela.com](http://www.newsela.com)
- [www.readworks.com](http://www.readworks.com)
- [www.flocabulary.com](http://www.flocabulary.com)

Amistad:

- Chapter 17:

- Amistad Commission <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>
- NJ State Library  
<https://www.njstatelib.org/research-library/new-jersey-resources/highlights/african-american-hist>

[ory curriculum/unit 7 reconstruction era/](#)

- PBS History Detectives <https://www.pbs.org/opb/historydetectives/educators/lessonplan/african-american-history-climbing-the-wall/>
- Chapter 18:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
- Chapter 19:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/post-reconstruction>
  - NJ state Library  
[https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/unit\\_8\\_rise\\_of\\_jim\\_crow/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/unit_8_rise_of_jim_crow/)

**Holocaust:**

- United States Holocaust Memorial Museum <https://www.ushmm.org/educators/lesson-plans>
- End Genocide <http://endgenocide.org/>
- Common Sense: Finding Credible News <https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news>
- One Clip At a Time <http://www.oneclipatatime.org/paper-clips-project/>
- NJDOE: Signs of Bias in Your School  
<https://www.nj.gov/education/holocaust/resources/SignsofBiasinYourSchool.pdf>
- Teaching Tolerance <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-how-words-communicate-bias>
- Nuewseumed: Bias through History <https://newseumed.org/tools/lesson-plan/bias-through-history-analyzing-historical-sources>

**Suggested Time**

**Frame:**

**1st Marking Period:**

**Reconstruction- 7 days**

**American Move West-6 days**

**The Industrial Age-7 days**



<b>Content Area:</b>	United States History II	<b>Grade(s)</b>	8
<b>Unit Plan Title:</b>	The Beginning of Modern America.		
<b>College and Career Readiness Standards</b>			
<p><b>Chapter 20</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CRP5- Consider the environmental, social and economic impacts of decisions.</li> <li><input type="checkbox"/> CRP9 Model integrity, ethical leadership and effective management.</li> <li><input type="checkbox"/> CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul> <p><b>Chapter 21</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CRP5 Consider the environmental, social and economic impacts of decisions.</li> <li><input type="checkbox"/> CRP11 Use technology to enhance productivity.</li> </ul> <p><b>Chapter 22</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CRP11. Use technology to enhance productivity.</li> <li><input type="checkbox"/> CR9P. Model integrity, ethical leadership and effective management.</li> </ul> <p><b>CRP1. Act as a responsible and contributing citizen and employee</b></p>			
<b>Overview/Rationale</b>			
<p><b>Unit 6 A Growing America (1865-1877)</b></p> <p><b>Ch. 20 Immigrants and Urban Life</b></p> <p><b>sec. 1 A Wave of Immigration</b></p> <p><b>sec. 2 The Growth of Cities</b></p> <p><b>sec. 3 City Life</b></p> <p><b>Overview-</b> Many immigrants migrated from European countries to seek better opportunities. While living in these cities, immigrants faced many problems such as bad living conditions, and low paying jobs. Many immigrants were treated unfair because they didn't speak English and they were scared to lose their jobs.</p> <p><b>Rationale-</b> A growing America is important because new immigrants led to the growth of American cities. New technology and ideas helped cities change and adapt to this rapid growth. The journey was often difficult as was adjusting to a new life upon arrival. Although there were many problems, people worked hard to improve the quality of life in American cities.</p> <p><b>Unit 7 A Growing America (1867-1920)</b></p> <p><b>Ch.21 The Progressive Spirit of Reform</b></p> <p><b>sec.1 The Gilded Age and the Progressive Movement</b></p> <p><b>sec. 2 Reforming the Workplace</b></p> <p><b>sec. 3 The Rights of Women and Minorities</b></p> <p><b>Overview-</b> Across the nation, Americans fought for reform. Between 1868 and 1920, living conditions and work places were improved. Child labor laws were established and women gained the right to vote. American Presidents</p>			

promoted progressive reforms.

**Rationale** - The Progressive Era is significant because there were many social, political, and economic issues people protested against. This was a time period in American history, where many changes happened which changed America forever

## **Ch.22 America as a World Power**

### **Sec1. The United States Gains Overseas Territories**

### **Sec 2. The Spanish-American War**

**Overview-** U.S. influence expanded across the Pacific and into the Caribbean. Trade expanded to Japan and China. The U.S. went to war with Spain and gained territories in the Caribbean and in Southeast Asia. The Panama Canal was built, shortening shipping routes and improving trade. The U.S. gained access to many natural resources during this process.

**Rationale-** United States became a world power when they started to seek natural resources in other countries. America imposed their will on weaker nations and tried to educate, conform, and rid people of their natural identity.

## **Standard(s)**

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the

19th Amendment.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

**Technology Standard(s)**

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

**Interdisciplinary Standard(s)**

Reading

RH.6-8.1—Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Craft and Structure

RH.6-8.4—Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Integration of Knowledge and Ideas

RH.6-8.7—Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9—Analyze the relationship between primary and secondary source on the same topic.

Writing

WHST.6-8.1—Write arguments focused on discipline-specific content.

WHST.6-8.1a—Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b—Support claim(s) with logical reasoning and

	<p>relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1d—Establish and maintain a formal style.</p> <p>WHST.6-8.1e—Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.6-8.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.2a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as</p> <p>WHST.6-8.2b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.2c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2d—Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2e—Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2f—Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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**Essential Question(s)**

**Ch. 20 Immigrants and Urban Life**

- How is immigration important to American Society? (section 1)
- How did immigration lead to the growth of cities? (section 2)
- How did rapid growth in cities in the late 1800s lead to challenges and opportunities? (section 3)

**Ch. 21 The Progressive Spirit of Reform**

- What led to the Progressive Movement? (section 1)
- Why did workers want reforms? (section 2)
- What were the rights women and minorities were fighting for? (section 3)
- What role did African American women play in fighting for equal rights? (section 3)

**Ch. 22 America as a World Power**

- How might people fighting for independence feel about a foreign country that controls their government? (section 1)
- Why do countries become imperialistic? (section 2)
- How did America become a World Power? (section 2)
- How did the Spanish American War affect America’s path to a world power? (section 2)

**Enduring Understandings**

**Chapter 20 (Immigrants and Urban Life)**

- A new wave of immigration in the late 1800s brought large numbers of immigrants to the United States. (section 1)
- American cities experienced dramatic expansion and change in the late 1800s. (section 2)
- The rapid growth of cities in the late 1800s created both challenges and opportunities. (section 3)

**Chapter 21 (The Progressive Spirit of Reform)**

- From the late 1800s through the early 1900s, the Progressive movement addressed problems in American society. (section 1)
- In the early 1900s, Progressives and other reformers focused on improving conditions for American workers. (section 2)
- The Progressive movement made advances for the rights of women and some minorities. (section 3)

**Chapter 22 (America as a World Power)**

- In the last half of the 1800s, the United States joined the race for control of overseas territories. (section 1)
- The United States expanded into new parts of the world as a result of the Spanish American War. (section 2)

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/>	<b>Creativity and Innovation</b>
<input checked="" type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input checked="" type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/>	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/>	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

## Student Learning Targets/Objectives

Students will be able to analyze, construct, form opinions, and evaluate:

### Chapter 20 (Immigrants and Urban Life)

- The events that caused immigration. (section 1)
- The European Countries people migrated from. (section 1)
- The dramatic expansion of urban enclaves.(section 2)
- The factors that led to massive population growth. (section 2)
- The rise of public transportation and department stores.(section 2)
- The problems people faced living in urban environments. (section 3)
- Reforms that helped immigrants and their living situation. (section 3)

### Chapter 21 (The Progressive Spirit of Reform)

- The Impact the Progressive Movement had on society. (section 1)
- The Events that led up to the Progressive Era. (section 1)
- The success and failures of reforming the work place. (section 2)
- The role children and immigrants played in fighting for better working conditions. (section 2)
- The accomplishments women made during the progressive era (Section 3)
- Immigrants and minorities fought for equal rights. (section 3)

### Chapter 22 (America as a World Power)

- The events that caused The Spanish American War. (section 1)
- The role America played in colonialism. (section 1)
- United States gains control of overseas territories. (section 1)
- The war in the Caribbean. (section 2)
- The battles during The Spanish American War. (section 2)
- The outcome of the Spanish American War. (Section 2)

## Assessments

### Pre and Formative

#### Chapter 20 Immigration and Urban Life

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 641), Section 2 Assessment- Reviewing Ideas Terms and People. (Teacher Edition p. 645), Section 3 Assessment- Reviewing Ideas, Terms, and People. (Teacher Edition p. 649)
- Guided Reading Workbook- Key Terms and People (p.220-228)
- Primary Source, Postcards - Help students practice reading the document like historians. What changes does this picture show taking place in cities at the time? (Teacher Edition p.643)

- Section 1-3 Standardized Test Practice (U.S History textbook p. 653)

- Section 1-3 quiz (Progress Assessment book p.221-223)

### **Chapter 21 The Progressive Spirit of Reform**

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 667)
- Section 2 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 674)
- Section 3 Assessment- Reviewing Ideas, Terms, and People. (Teacher Edition p. 679)
- Guided Reading Workbook- Key Terms and People (p.229-237)
- Primary Source- Points of View-What is the primary difference between the views of Washing and Du Bois? (U.S History textbook p.678)
- Sections 1-3 Standardized Test Practice (U.S History Textbook p.687)
- Section 1-3 quiz (Progress Assessment book p. 237-239)

### **Chapter 22 America as a World Power**

- Section 1 Assessment-Reviewing Ideas, Terms and People.(Teacher Edition p. 696),
- Section 2 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 702),
- Guided Reading Workbook- Key Terms and People.(p. 241-249)
- Geography Skills/ Interpreting Maps-Where did the United States achieve a victory? How far did Dewey travel to get to Manila? (U.S History Textbook p. 699) Section 1-2 Standardized Test Practice (U.S History Textbook p. 715)
- Section 1-2 quiz (Progress Assessment book p.246-248)

## **Authentic Assessments**

### **Chapter 20**

- Improving Tenement Life-Have students create a short play about life in the tenements. In the first scene, a tenement family of the 1900s will talk to another family about their problems and needs. In the second scene, the play must demonstrate how charities and city agencies, over a period of time helped improve the lives of the families. Students will perform their play. (Teacher Edition p.647)
- How'd They Do That? - Have students create a Three- Panel Flip Chart. On each of the three top flaps, have them sketch or write the name of an electrical item in common use today. Under each flap, have them sketch or write how they think the task done by the electric appliance was done before electrification. (Teacher Edition p. 643)

### **Chapter 21**

- Focus on Writing- Pretend you are going to be an elected official during the Progressive Era. Which promises will be most helpful in getting you elected? Look at your promises to see whether they focus on issues important to voters. Then write a speech including your campaign promises that you can deliver to your class. (U.S History Textbook, p. 686)
- Interview with a Historical Figure- Have students interview a historical figure from this time period. Have students make a list of questions to ask to their person. Organize students into pairs. Have students in each pair take turns asking each other their questions. The person answering should pretend to be that historical figure and base his or her answers on information from the text. (Teacher Edition p. 677)

## **Chapter 22**

- Students will create a graphic organizer depicting the four main events that led Congress to declare war against Spain. Have students name events that led up to the war. As each one is mentioned, draw a line out from the circle and write it down. (Teacher Edition p. 698)
- Have students to write down special activities celebrated in other countries or cultures that students are familiar with or have seen advertised. Have students create a newspaper advertisement inviting others to experience a tradition they enjoy. (Teacher Edition p. 694)

## **Other Assessment Measures**

### **Chapter 20**

- Predicting-Copy this sentence from the text for students to see “During the 1880s more than 5 million immigrants arrived in the United states about the same number of people as had arrived during the six decades from 1800 to 1860 combined.” Ask students to name the basic needs of new immigrants. Ask students to predict the challenges there might be for neighborhoods where so many immigrants came to live. (Teacher Edition sec. 1 p. 638)
- Using the Internet-Explore some of the early influences of mass culture. Then research the ways in which modern culture is influenced by the media, the Internet and other forms of mass communication. How does today’s society experience mass culture?( U.S History Textbook sec. 2 p. 652)
- Instruct students to create a jingle to advertise a fictitious charitable organization. Give an example such as “When your children need care, just make us aware. Smith House, Baltimore.” Have volunteers share their slogans with the class. (Teacher edition sec. 3 p. 646)
- Additional assessments in the teacher’s edition (p.632-653)

### **Chapter 21**

- Muckraker Journalism- Have students write a realistic newspaper article exposing one troubling issue from the list. The article should describe the problem with several convincing details and close with an appeal for a specific action reader should take to help bring about reform. (Teacher Edition sec. 1, p.664)
- Graphic Organizing- Have students create a Venn diagram tell them to label one circle Politicians and the other Business Leaders. Have students fill in the diagram, writing the types of benefits in each three spaces. (Teacher Edition sec. 1, p. 665)
- Biographical Profiles- Tell students that they will research various reform issues in their region, such as construction of a playground, or a youth or senior center. They will search library sources newspaper articles, and local organizations for information. Have students select one person who played a role in improving their community. Have them prepare an outline for biographical profile of this person's life and reform work. (Teacher Edition sec. 2, p. 666)
- Flow Chart- Students will create a flow chart. Write the following four events for students to see. Be sure



to copy them out of order: Progressives began to call for reforms. Lobbying groups worked to influence legislators. Individual states began to pass labor laws. Congress passed federal laws. Have students review the text labeled calls of Reform. Students should then create a flow chart by writing the sequence of events that led to passage of federal labor laws. (Teacher Edition sec. 2, p. 671)

- As a class, make a list of specific problems they think laws could solve. Have students write a one-sentence law for each of the problems on the list. Then have students to select one law that they feel is most important and to write further detail into that law.(Teacher Edition sec.2 p. 672)
- Video Analysis- Show students video African Americans in the Progressive Era: Issues and Leaders. Have students answer questions and take quiz on the video.
- (<http://study.com/academy/lesson/african-americans-in-the-progressive-era-issues-leaders.html#lesson> sec.3)
- Analyzing points of view- What is the primary difference between the views of Booker T. Washington and W.E.B Du Bois
- Additional assessments in the teacher’s edition (U.S. History Textbook p.656 -679)

**Chapter 22**

- Use reading checks questions for sections 1, 2, and 3 on various pages in the chapter.
- Have students locate the map U.S Territories in the Pacific in Section 1. Tell students to mark places in the world that came under U.S influence between 1850 and 1900. (Teacher Edition sec. 1, p. 692)
- Flash Cards- Have students write key terms on flash cards. Have students write the definition of each term on the opposite side of the card. Organize students into pairs as they complete their task. One student should turn up a flashcard and ask his or her partner to describe or define the term. (Teacher Edition sec. 1, p.695)
- Focus on Writing- What did the United States gain from its involvement in these areas of the world? What were the disadvantages? AS you read this section, identify pros and cons to add your list. (U.S. History Textbook sec 1 question 5 p. 696)
- Critical Thinking- Have students fold two sheets of paper into 16 cards. Have students write one characteristic or event involving Theodore Roosevelt on each card. Ask students to sort their cards and assign point values to each one, from one to five, with five being the most valued characteristic. (Teacher Edition sec 2. p. 703)
- Additional assessments in the teacher’s edition on (p. 614-688)

*Teaching and Learning Actions*

<i>Instructional Strategies</i> D	Cornell Notes, Learning Menu, Concept Maps, SQ3R, Graphic Organizers, Chronological Thinking, Chat Stations, Bucketing, Writing Slogans, Summarization, Group Learning and Outlining, DBQs, Thinking Like a Historian, One Minute Essay, Think Pair Share, Cubing.
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**MTSS:****Special Education Student Modifications:**

- Adhere to all modifications and health concerns as stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use online reading software, which can adjust its Lexile level to accommodate each student's reading level.
- Print out a guided worksheet for students to fill in to scaffold their notetaking skills.
- Accommodating instructional strategies: Reading aloud, graphic organizers, reading study guides, chapter summaries, scaffolded worksheets, class website, Online collaboration platform, definition list, syllabus, QFT, large print, use of dyslexia font, outlines.
- Use online tools that allow students to use: Speech-to-text resource, spell-check software, picture enlargement, and dictionary/ thesauri.

**Struggling Readers:**

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

**-Academic Support:**

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

**-PBS Learning Media Middle School Image Resources:**

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

**-PBS Learning Media Middle School Audio Resources:**

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

- Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities

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

- Center for Implementing Technology in the classroom

<https://www.cited.org/>

**At Risk of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified instructional strategies Reading Aloud, graphic organizers, reading study guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, online images and experiences, peer support, one on one instruction.
- Use of computer monitoring software to keeps students on task while using chrome books.
- Academic Contracts
- Create alternative assignments for students that will target their specific form of "multiple intelligence." (i.e. auditory-musical, bodily-kinesthetic, existential, etc.)
- Constant parental contact along with mandatory tutoring appointments

-Academic contracts

-Extra Credit Strategies that Work:

<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities

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

- Differentiated learning

<https://mrunssbaum.com/history>

- Differentiated Readings

<https://breakingnewsenglish.com/>

**Chapter 20: Immigrants and Urban Life**

- Stanford History Education Group: Irish Immigration <https://sheg.stanford.edu/history-lessons/irish-immigration>
- Stanford History Education Group: Child Labor <https://sheg.stanford.edu/history-lessons/irish-immigration>

- Differentiated learning <https://mrnussbaum.com/history>

- Council for Exceptional Children  
<https://www.cec.sped.org/>

- Schwab Foundation for Learning  
<http://www.schwabfoundation.org/About-CHSF/Publications/Schwab-Learning.aspx>

- Differentiated Readings  
<https://breakingnewsenglish.com/>

### Chapter 20: Immigrants and Urban Life

- Edhelper: Immigration <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Stanford History Education Group: Irish Immigration <https://sheg.stanford.edu/history-lessons/irish-immigration>
- Stanford History Education Group: Child Labor <https://sheg.stanford.edu/history-lessons/irish-immigration>

### Chapter 21: The Progressive Spirit of Reform

- Edhelper: progressive Era <https://search.edhelper.com/cgi-bin/ednet.cgi>
- New Visions: Graphic Organizer progressive Era Reforms [https://docs.google.com/document/d/1hx77uOr9FIGe6RIm\\_InD4Fv\\_M3Q4DCq2esgtRklb7Y/edit](https://docs.google.com/document/d/1hx77uOr9FIGe6RIm_InD4Fv_M3Q4DCq2esgtRklb7Y/edit)
- Students of History: Muckrakers chart and Worksheet

### Chapter 22: America as a World Power

- Edhelper: Spanish American War <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Stanford History Education Group: Maine Explosion <https://sheg.stanford.edu/history-lessons/maine-explosion>
- Stanford History Education Group: Spanish American War <https://sheg.stanford.edu/history-lessons/spanish-american-war>
- Newsela: The Spanish American War Text set <https://newsela.com/units/218938/subtopics/220881/text-sets/220905>

### Chapter 21: The Progressive Spirit of Reform

- Stanford History Education Group: Progressive Era lessons [https://sheg.stanford.edu/history-lessons?f%5B0%5D=time\\_period%3A34&f%5B1%5D=topic%3A8#main-content#main-content](https://sheg.stanford.edu/history-lessons?f%5B0%5D=time_period%3A34&f%5B1%5D=topic%3A8#main-content#main-content)

### Chapter 22: America as a World Power

- Library of Congress Primary Source Set <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/spanish-american-war/>
- Stanford History Education Group: Maine Explosion <https://sheg.stanford.edu/history-lessons/maine-explosion>

### **Gifted and Talented Students:**

- Modified instructional strategies Socratic seminar, group discussion, QFT, think-pair-share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents and completing case studies.
- Student led classroom instruction, also project based learning.

-Think-Pair-Share:

<https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: <https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar-29/>

-Sharemylesson.com Gifted and talented resource page:

[https://sharemylesson.com/search?grade\[\]=middle\\_school&subject\[\]=gifted\\_and\\_talented&f\[\]=curriculum\\_tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle_school&subject[]=gifted_and_talented&f[]=curriculum_tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

### Chapter 20: Immigrants and Urban Life

- New Visions Immigration [https://docs.google.com/document/d/1LGbFZquNCVjcDr45L7FYLwwdzrOy6XkmR8F1yhy9\\_Jk/edit](https://docs.google.com/document/d/1LGbFZquNCVjcDr45L7FYLwwdzrOy6XkmR8F1yhy9_Jk/edit)
- New Visions: How the Other Half Lives

## English Language Learners (ELL) Students:

- Use district bought software; give students the option to change the language of the article to the student's native language for most articles.
- Use software that will: enable text to speech in multiple languages, find synonyms, translate text, and screenshot text for later use.
- Use district software to create word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment
- Reference prior knowledge, use graphic organizers, flash cards, read tiered literature, reference cultural components, use dictionaries, utilize multimedia.

- <https://rewordify.com/>

- <https://teachinghistory.org/teaching-materials/english-language-learners/24143>

- <https://teachinghistory.org/teaching-materials/english-language-learners/24552>

- Teachers First: Adapt-a-strategy

<https://www.teachersfirst.com/content/esl/adaptstrat.cfm>

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Spanish for Native/Heritage Speakers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/13> -English Language Learners:

<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

-Library of Congress Images Catalog:

<http://www.loc.gov/pictures/>

-PBS Learning Media Middle School Image Resources:

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

-PBS Learning Media Middle School Audio Resources:

[https://docs.google.com/document/d/1MUqakQlvz\\_5XkaB\\_Mds5AorTxLBUVaYIMc7jMlkdwR8/edit](https://docs.google.com/document/d/1MUqakQlvz_5XkaB_Mds5AorTxLBUVaYIMc7jMlkdwR8/edit)

### Chapter 21: The Progressive Spirit of Reform

- New Visions: How the Other Half Lives

[https://docs.google.com/document/d/1MUqakQlvz\\_5XkaB\\_Mds5AorTxLBUVaYIMc7jMlkdwR8/edit](https://docs.google.com/document/d/1MUqakQlvz_5XkaB_Mds5AorTxLBUVaYIMc7jMlkdwR8/edit)

### Chapter 22: America as a World Power

New Visions: Yellow Journalism

[https://docs.google.com/document/d/1qlxOCLNbZWsf\\_ojM5ZEhRdPqIhEY3JuynZzvPuEhCegl/edit?usp=sharing](https://docs.google.com/document/d/1qlxOCLNbZWsf_ojM5ZEhRdPqIhEY3JuynZzvPuEhCegl/edit?usp=sharing)

### **Students With a 504:**

- Adhere to all modifications and health concerns as stated in each 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.

-PBS Learning Media Middle School Audio Resources:

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

- Teaching students with disabilities

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

- Center for Implementing Technology in the classroom

<https://www.cited.org/>

- Differentiated learning

<https://mrmussbaum.com/history>

### Chapter 20: Immigrants and Urban Life

- Stanford History Education Group: Irish Immigration

<https://sheg.stanford.edu/history-lessons/irish-immigration>

- National Park Service: Ellis Island Photo Gallery

<https://www.nps.gov/ellis/learn/photosmultimedia/p-hotogallery.htm>

### Chapter 21: The Progressive Spirit of Reform

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

- Flash Cards: <https://tinycards.duolingo.com/>

- Differentiated learning <https://mrnussbaum.com/history>

- Large collection of resources for teaching ELL students  
<https://www.accreditedschoolsonline.org/resources/esl-ell-resources-for-teachers-parents-and-students/>

- Resources for teaching ELL students  
<http://www.everythingsl.net/index.php>

- Differentiated Readings  
<https://breakingnewsenglish.com/>

#### Chapter 20: Immigrants and Urban Life

- Library of Congress: Immigration Primary Source Set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>

#### Chapter 21: The Progressive Spirit of Reform

- New Visions: Graphic Organizer progressive Era Reforms  
[https://docs.google.com/document/d/1hx77uOr9FIge6RIm\\_InD4Fv\\_M3Q4DCq2esgtRklb7Y/edit](https://docs.google.com/document/d/1hx77uOr9FIge6RIm_InD4Fv_M3Q4DCq2esgtRklb7Y/edit)

#### Chapter 22: America as a World Power

Library of Congress Primary Source Set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/spanish-american-war/>

- New Visions: Graphic Organizer progressive Era Reforms  
[https://docs.google.com/document/d/1hx77uOr9FIge6RIm\\_InD4Fv\\_M3Q4DCq2esgtRklb7Y/edit](https://docs.google.com/document/d/1hx77uOr9FIge6RIm_InD4Fv_M3Q4DCq2esgtRklb7Y/edit)

- Students of History: Muckrakers chart and Worksheet

#### Chapter 22: America as a World Power

- Stanford History Education Group: Maine Explosion  
<https://sheg.stanford.edu/history-lessons/maine-explosion>

- Stanford History Education Group: Spanish American War  
<https://sheg.stanford.edu/history-lessons/spanish-american-war>

*Activities Ch. 20*  
*ELL - English Language Learners*  
*D- Ch. 20 see pages (648)*  
*SN - Special Needs*  
*D- Ch. 20 see pages (637)*  
*G&T - Gifted & Talented*  
*D- Ch. 20 see pages (640)*

*Activities Ch. 21*

#### **Chapter 20**

Explore the picture review the picture and answer the following questions: Why might they have needed labels as they went through the immigration process? How do most travelers cross the Atlantic Ocean today? How long does this voyage take? (Teacher Edition sec. 1 p. 633)

Primary Sourcing: Have students read the Autobiography of Mary Antin and analyze her trip to America by answering the question, "Why do you think Antin was both fearing and rejoicing during her trip?" (U.S History Textbook sec. 1 p.637)

*ELL - English Language Learners*  
*D- Ch. 21 see pages (671, 682)*  
*SN - Special Needs*  
*D- Ch. 21 see pages (668, 673)*  
*G&T - Gifted & Talented*  
*D- Ch. 21 see pages (678)*

**Activities Ch. 22**

*ELL - English Language Learners*  
*D- Ch. 22 see pages (693, 682)*  
*SN - Special Needs*  
*D- Ch. 22 see pages (698, 705)*  
*G&T - Gifted & Talented*  
*D- Ch. 22 see pages (699, 701, 707, 711)*

Have students create a poster to be displayed inside an immigration processing center welcoming immigrants. The poster can show either the opportunities immigrants might find in their new home or friendly American people welcoming new comers to the United States. (Teacher Edition sec 1. p.637)

Research: Have students conduct research to determine how Chinese immigrants' work transformed the entire nation. Students should include the Chinese Exclusion Act in their Research. (Teacher Edition sec. 1, p. 640)

Analyzing Primary sources: What changes does this picture show taking place in cities at the time? (Teacher Edition sec. 2, p. 643)

Main Idea Questions: Have students answer the following questions in their notebooks. What system put Chicago at the heart of the nation's trade in lumber, grain and meat? What industry employed many new residents in Chicago? How might Chicago's population growth eventually change the look of the city? (Teacher Edition sec 2, p. 643)

Primary Sourcing- Have students write a one or two paragraph response to the following question. Why do you think a city dweller might be attracted to Central Park? (Teacher Edition sec. 2 p.644)

Focus on Writing- Finding solutions to problems is an important part of the plot of many stories. Take notes on scenes you could include in your TV series in which characters deal with the problems of urban life. (Teacher Edition Sec.3 p. 649)

Making Comparisons- Have students review the chapters to find two people, things, events or ideas that are similar. Answer the following question: Which people, events or ideas will you compare? Why is each of them important? How are they alike? How are they different?( Teacher Edition sec. 3 p. 650)

**Chapter 21**

Resource Management- Have students choose a resource management issue facing their community, such as water treatment, electricity generation, fuel supplies, or waste disposal. Students to design bookmarks that will raise awareness about the importance of citizens working together to manage the resource issue in their community. (Teacher Edition sec 1. p 657)

Main Idea Questions- Have students answer questions in their notebooks. Why did members of political machines stuff ballot boxes? What happened to federal officials who took bribes from whiskey makers during President Grant's second term? If government officials were replaced after each presidential election, what effect would this have on the government's workforce? (Teacher Edition sec 1. p. 663)

Analyzing Primary Sources- Have students analyze the picture and answer the following

questions. How might this photograph encourage people to come reformers against child labor? Do you think the boy is being treated fairly at his job? (Teacher Edition sec.1 p. 665)

Connecting Literature to History- Jacob Riis and Upton Sinclair were both muckraking journalists. In their notebooks have students respond to the following two questions. Why do you think so much muck existed in the tenements and in the meatpacking business? Why had people ignored those conditions? (Teacher Edition sec 2. p. 669)

Compare and Contrast: Both, *How the Other Half* lives and *The Jungle* inspired Progressive to work for reform. Have the students answer the following questions in their notebooks. Which work do you think had greater effect on its readers? Use details from each passage to explain yourself. (Teacher Edition sec.2 p. 669)

Focus on writing- In your notebook; list some reasons why industrial workers were unhappy with working conditions. Can you think of ways to run your business so that you can abide the problem of strikes? (Teacher Edition sec. 2 p. 669)

Analyzing Primary Sources: Have students read the excerpt from the Triangle Shirtwaist Fire and answer the following question: According to Monick, what is the feeling in the factory? (Teacher Edition sec. 2 p. 673)

Direct Teach: Have students answer the following questions. Name two issues which were often overlooked by white reformers. What was Booker T. Washington's strategy to end racial discrimination? (Teacher Edition sec. 3 p. 677)

## **Chapter 22**

Exploring Timelines- Have students look at the timeline and answer the following questions. What land purchase did Secretary of State Seward make for the United States in 1867? When was the Indian National Congress formed? What did the United States gain at the end of the Spanish- American War in 1898? When did the Mexican Revolution begin? (Teacher Edition sec.1, p.689)

Direct Teach-Students will respond to the following questions in their notebook. Which areas of the world did Europeans try to control between 1870 and 1914? Name three forces that drove European imperialism. What is isolationism? What did the opponents of isolationism believe? (Teacher Edition sec 1. p. 693)

Main Idea questions- Have students answer the following questions in their notebooks. Why did President Fillmore send Commodore Perry to Japan? Why had European powers not yet formed trade ties with Japan? What do you think about the actions of Commodore Perry toward the Japanese? (Teacher Edition sec. 1 p.694)

Collaborative Learning-Organize students into groups of three to five. Have each group work together to write a skit that realistically represents the lives of the Rough Riders

	during the war in Cuba. Allow students to act out their skits. (Teacher Edition sec. 2 p.699)
<i>D Experiences</i>	<p>Field trips- Students can take trips to various locations to enhance their knowledge on what they are learning.</p> <p>Ellis Island (Chapter 20, Immigrants and Urban Life)</p> <p><a href="https://www.nps.gov/elis/learn/education/classrooms/fieldtrips.htm">https://www.nps.gov/elis/learn/education/classrooms/fieldtrips.htm</a></p> <p>Paterson Museum (Chapter 20 Immigrants and Urban Life)</p> <p><a href="http://www.fieldtrip.com/nj/18813874.htm">http://www.fieldtrip.com/nj/18813874.htm</a></p> <p>New Jersey Naval Museum (Chapter 22, America as a World Power)</p> <p><a href="http://www.classtrips.com/detail/2054/237/field-trips-in-new-jersey-to-history-museumsexhibits">http://www.classtrips.com/detail/2054/237/field-trips-in-new-jersey-to-history-museumsexhibits</a></p>

**Resources**

- Holt McDougal United States History
  - Holt McDougal Guided Reading Workbook
  - Progress Assessment Support System (with answer Key)
  - United States History differentiated instruction
  - <http://www.beesburg.com/edtools/glossary.html>
  - [hmhsocialstudies.com](http://hmhsocialstudies.com)
  - Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.html>
  - Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
  - DBQs- <https://sheg.stanford.edu/us>
  - Historical Videos –
- <http://www.history.com/topics/tenements/videos> (chapter 20)
- <http://www.history.com/topics/us-presidents/theodore-roosevelt/videos> (chapter 21)
- <http://study.com/academy/lesson/african-americans-in-the-progressive-era-issues-leaders.html#lesson> (Chapter 21)
- <http://www.history.com/topics/spanish-american-war/videos> (chapter 22)
- Primary Source Documents - <http://www.digitalhistory.uh.edu/>
  - Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
  - Lesson Plans and Activities - <https://www.edhelper.com>
  - Additional Content Driven Resources - <http://www.discoveryeducation.com/>
  - Videos and Other Media - <http://www.pbs.org/>



- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- Connecting History to today-  
[www.newsela.com](http://www.newsela.com)  
[www.readworks.com](http://www.readworks.com)  
[www.flocabulary.com](http://www.flocabulary.com)

**Amistad:**

- Chapter 20:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/post-reconstruction>
  - NJ State Library  
[https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/unit\\_7\\_reconstruction\\_era/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/unit_7_reconstruction_era/)
- Chapter 21:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
  - NJ State Library  
[https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/unit\\_8\\_rise\\_of\\_jim\\_crow/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/unit_8_rise_of_jim_crow/)
- Chapter 22:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/emergent-modern-america>

**Holocaust:**

- United States Holocaust Memorial Museum <https://www.ushmm.org/educators/lesson-plans>
- End Genocide <http://endgenocide.org/>
- Common Sense: Finding Credible News <https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news>
- One Clip At a Time <http://www.oneclipatatime.org/paper-clips-project/>
- NJDOE: Signs of Bias in Your School  
<https://www.nj.gov/education/holocaust/resources/SignsofBiasinYourSchool.pdf>
- Teaching Tolerance <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-how-words-communicate-bias>
- Nuewseumed: Bias through History <https://newseumed.org/tools/lesson-plan/bias-through-history-analyzing-historical-sources>

Suggested Time Frame:

2<sup>nd</sup> Marking Period

Immigration and Urban Life - 7 Days

The Progressive Spirit of Reform- 8-Days

<b>Content Area:</b>	United States History II	<b>Grade(s)</b>	8
<b>Unit Plan Title:</b>	<b>Boom Time and Challenges</b>		
<b>College and Career Readiness Standards</b>			
<p>Chapter 23- Chapter 26</p> <ul style="list-style-type: none"> <li>• CRP5 Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP9 Model integrity, ethical leadership and effective management.</li> <li>• CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP2 Apply appropriate academic and technical skills</li> <li>• CRP5 Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP11 Use technology to enhance productivity.</li> <li>• CRP1. Act as a responsible and contributing citizen and employee</li> <li>• CRP12 Work productively in teams while using cultural global competence</li> </ul>			
<b>Overview/Rationale</b>			
<p><b>Unit 7 The Beginning of Modern America (1865-1920)</b>            Ch. 22 World War I            sec. 1 The Road to War            sec. 2 Americans Prepare for War            sec. 3 Americans in World War I</p> <p><b>Overview-</b> The United States, become a world power at the beginning of the twentieth century and was involved in many of the world conflicts. The assassination of Arch Duke in Europe sparked the deadliest war the world had ever seen. The United States wanted to remain neutral but were unable to because of the bombing of the Lusitania ship which was an America ship, and the Zimmerman Telegram which order Mexico to attack the United States.</p> <p><b>Rationale-</b> World War I is significant because it was the deadliest war the world has ever seen up to that date. The four main causes of the war were militarism, alliances, imperialism, and nationalism. There were many new inventions that changed the way wars were fought. American troops entered the war and were able to help the Allies achieve victory over the Central powers.</p> <p><b>Unit 8 Boom Times and Challenges (1919-1945)</b>            Ch.24 The Roaring Twenties            sec.1 Boom Times            sec. 2 Life During the 1920s            sec. 3 The Jazz Age</p> <p><b>Overview-</b> American industries boomed in the 1920s, changing many Americans' way of life. Americans faced New opportunities, challenges, and fears as major changes swept the country. musicians , artists, actors and writers</p>			

contributed to American popular culture.

**Rationale** - The Roaring 20s is important because WWI just ended and America moved into a consumer society. There were many new inventions and a brand new artistic culture. This is a time period that America went against the social norms of society. African Americans were given a voice through music, dance, art, poetry and literature. This is also a time when America grew great amounts of wealth.

## **Ch.25 The Great Depression**

### **Sec1. The End of Prosperity**

### **Sec 2. Roosevelt's New Deal**

**Overview-** The collapse of the stock market in 1929 helped lead to the start of the Great Depression. President Franklin D. Roosevelt's New Deal included government programs designed to relieve unemployment and help the economy recover. All over the country Americans struggled to survive.

**Rationale-** The Great depression is important because the country was booming in the 1920's and then in 1929, the stock market crashed which started the Great Depression. Because of the Depression, many new laws and policies had to be implemented to help people struggling in society.

## **Ch.26 World War II**

### **Sec1. The War Begins**

### **Sec 2. The Home Front**

### **Sec 4. War in the Pacific**

**Overview-** The rise of aggressive totalitarian governments led to the start of World War II. American involvement in the war helped the U.S. economy and changed the lives of many Americans. After fierce fighting in North Africa and Europe, the Allies stopped the German advance and slowly began driving back German forces. Allied forces reversed Japan's expansion in the Pacific. The Allies won World War II, the most devastating war in world history.

**Rationale-** World War II was the worst war known to date. Many roles changed for African Americans and women after WWII.

## **Standard(s)**

6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.

6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

- 6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

- 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.
- 6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

<b>Technology Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>
<p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p style="text-align: center;">Reading</p> <p>RH.6-8.1—Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Craft and Structure</p>

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

RH.6-8.4—Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Integration of Knowledge and Ideas

RH.6-8.7—Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9—Analyze the relationship between primary and secondary source on the same topic.

#### Writing

WHST.6-8.1—Write arguments focused on discipline-specific content.

WHST.6-8.1a—Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b—Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.

WHST.6-8.1c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d—Establish and maintain a formal style.

WHST.6-8.1e—Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.2a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as

WHST.6-8.2b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d—Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e—Establish and maintain a formal style and objective tone.

WHST.6-8.2f—Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Essential Question(s)**

**Ch. 23 World War I**

- How did tensions in Europe lead into the deadliest war the world had ever seen? (section 1)
- How did Americans get involved in WWI and how did they prepare for war? (section 2)
- How did American troops help the Allies achieve victory in World War I? (section 3)

**Ch. 24 The Roaring twenties**

- What led to the American industries boom in the 1920s? (section 1)
- What new opportunities did Americans face during the 1920s? (section 2)
- How did African Americans contribute to music, art, acting and literature during the 1920s? (section 3)

**Ch. 25 The Great Depression**

- Why did the collapse of the stock market in 1929 lead to the Great Depression? (section 1)
- How did Franklin Roosevelt’s New Deal help relieve unemployment and help the economy? (section 2)
- Why did Americans struggle to survive the Great Depression? (section 3)

**Ch. 26 World War II**

- What led to the start of World War II? (section 1)
- How did American involvement in WWII help the U.S. economy change the lives of Americans? (section 2)
- How did Allied forces reverse Japan’s expansion in the Pacific? (section 4)

**Enduring Understandings**

**Chapter 23 (World War I)**

- In 1914 tensions in Europe exploded into the deadliest war the world had ever seen. (section 1)

- After entering World War I in 1917, Americans began the massive effort of preparing for war. (section 2)
- American troops helped the Allies achieve victory in World War I.(section 3)

**Chapter 24 (The Roaring 20s)**

- American industries boomed in the 1920s, changing many Americans' way of life. (section 1)
- Americans faced new opportunities, challenges, and fears as major changes swept the country in the 1920s. (section 2)
- Musicians, artists, actors, and writers contributed to American popular culture in the 1920s. (section 3)

**Chapter 25 (The Great Depression.)**

- The collapse of the stock market in 1929 helped lead to the start of the Great Depression. (section 1)
- Franklin Roosevelt's New Deal included government programs designed to relieve unemployment and help the economy recover. (section 2)
- All over the country, Americans struggled to survive the Great Depression. (section 3)

**Chapter 26 (World War II)**

- The rise of aggressive totalitarian governments led to the start of World War II. (section 1)
- American involvement in World War II helped the U.S. economy and changed the lives of many Americans (section 2)
- Allied forces reversed Japan's expansion in the Pacific and battled toward the main Japanese islands. (section 4)

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/>	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/>	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives**

Students will be able to analyze, construct, form opinions, and evaluate:

**Chapter 23 (World War I)**

- The tensions that caused WWI. (section 1)
- The reason it was the deadliest war to date. (section 1)
- The road to American involvement in war.(section 2)



- The factors that led to America becoming involved in war. (section 2)
- The rise of public transportation and department stores.(section 2)
- The challenges the Allies faced throughout the war. (section 3)
- New technology used during the war. (section 3)

#### Chapter 24 (The Roaring 20s)

- Factors that led to a booming economy. (section 1)
- The rise of the stock market. (section 1)
- Life during the 1920s. (section 2)
- The new opportunities, challenges and fears as major changes swept the country in the 1920s. (section 2)
- African Americans and the Harlem Renaissance. (Section 3)
- New forms of art, music, literature and how it influenced the 1920s. (section 3)

#### • Chapter 25 (The Great Depression)

- The events that led up to the stock market crash in 1929. (section 1)
- The effects of the stock market crash on the economy, banks, and businesses. (section 1)
- Congress approved many new policies such as the New Deal and the Social Security Act. (section 2)
- The effects of the Dust Bowl. (section 3)
- The hard times many Americans endured during the depression.. (section 3)

#### • Chapter 26 (World War II)

- The events that led up to WWII. (section 1)
- The role America played in WWII. (section 2)
- The bombing of Pearl Harbor and the effects it had on society. (section 2)
- New roles for women during the war. (section 2)
- The war in the pacific and how America stopped Japan from taking over the pacific. (section 4)
- The victory and consequences of the war. (Section 5)

### Assessments

#### Pre and Formative

#### Chapter 23 World War I

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 724), Section 2 Assessment- Reviewing Ideas Terms and People. (Teacher Edition p. 729), Section 3 Assessment- Reviewing Ideas, Terms, and People. (Teacher Edition p. 734)
- Guided Reading Workbook- Key Terms and People (p.250-261)
- Section 1-3 Standardized Test Practice (U.S History textbook p.743 )
- Section 1-3 quiz (Progress Assessment book p.254-257)

## **Chapter 24 The Roaring 20s**

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 757)
- Section 2 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 764)
- Section 3 Assessment- Reviewing Ideas, Terms, and People. (Teacher Edition p. 769)
- Guided Reading Workbook- Key Terms and People (p.262-270)
- Section 1-3 quiz (Progress Assessment book p. 272-275)

## **Chapter 24 The Great Depression**

- Section 1 Assessment-Reviewing Ideas, Terms and People.(Teacher Edition p. 782),
- Section 2 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 789),
- Section 2 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p.794)
- Guided Reading Workbook- Key Terms and People.(p. 271-279)
- Section 1-2 Standardized Test Practice (U.S History Textbook p. 799)
- Section 1-3 quiz (Progress Assessment book p.280-282)

## **Chapter 25 World War II**

- Section 1 Assessment-Reviewing Ideas, Terms and People.(Teacher Edition p. 809),
- Section 2 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 814),
- Section 4 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p.824)
- Guided Reading Workbook- Key Terms and People.(p. 280-293)
- Section 1-2 Standardized Test Practice (U.S History Textbook p. 833)
- Section 1-2 quiz

## **Summative**

### **Chapter 23 World War I**

- Section 1-3 test (Progress Assessment book p. 258-262)
- Critical Thinking questions (U.S History Textbook p.724,729,734)
- Chapter 23 Review Questions (U.S History Textbook p.741)

### **Chapter 24 The Roaring 20s**

- Section 1-3 test (Progress Assessment book p. 275-279)
- Critical Thinking and Focus on Writing questions (U.S History Textbook p.757,764,769)
- Chapter 24 Review Questions (U.S History Textbook p.771 )

### **Chapter 25 The Great Depression**

- Section 1-3 test (Progress Assessment book p. 283- 287)
- Critical Thinking questions (U.S History Textbook p. 782 ,789, 794)
- Chapter 25 Review Questions (U.S History Textbook p.797)

### **Chapter 26 World War II**

- Section 1-3 test (Progress Assessment book p. 293- 297)
- Critical Thinking questions (U.S History Textbook p. 809 ,814, 794,824)
- Chapter 25 Review Questions (U.S History Textbook p. 833)

## **Authentic Assessments**

### **Chapter 23**

- News for the Front- Have students look at the trenches shown on page 722. Students will create a special World War I section for a U.S. newspaper. Each student will contribute a news article, a letter to the editor from a close friend of a soldier or draw a political cartoon. Students will write or draw about life in the trenches. (Teacher Edition p.722)
- The Paper Chase- Organize class into small groups. Each group will create a poster about the Schenck v. United States case. Students will have to find evidence pertaining to the case: newspaper reports, photographs, and written court ruling. Students will be required to print out or make copies of the information they find. (Teacher Edition p. 727)
- Primary Document Analysis- Look at photos taken from WWI of the 369th Infantry. Use the photo analysis work sheet to analyze the photos. Have the students answer the following questions. What strikes you as unusual or significant about them? Who took these photographs and for what purposes? The photographic record of World War I was compiled by three categories of photographers: official, press, and amateur. How would photographs taken in each of these categories have differed? Why? Do you have family photographs of war veterans? Would they be of historical significance? What would make them so? (sec 3. <https://www.archives.gov/education/lessons/369th-infantry/activities.html>)

### **Chapter 24**

- Making Decisions- Have students imagine that they are African Americans living in the south during the early 1900s. Have students create a chart of the reasons a person would want to leave the South and go North. Then have students write a response as to whether they would leave the North or stay in the South. (Teacher edition 763)
- Focus on Writing- Students will make a list of popular forms of entertainment in the 1920s. How would you persuade people to attend a sports event, a talkie, or a jazz club? Students will then create a radio ad. Begin to think about which product or form of entertainment you will choose for your radio advertisement. (Teacher Edition p. 781)

## Chapter 25

- Have students imagine that they are teenagers living in the early 1930s. Have them write a poem expressing how difficult it was to grow up during the Depression. (Teacher Edition p. 781)
- Primary Source- Have students look at the political cartoon “Blame Hoover” and answer the question “Why is this cartoon useful for showing the feelings of the American public during the great depression?” Have students create a political cartoon that shows the feelings of the American public during the Great Depression. (Teacher Edition p. 781)

## Chapter 26

- Have students imagine that they are U.S. military officers serving in the Army just before the Allied invasion of Europe Began. Have students prepare letters to their military superior recommending that the Allied invasion begin in Sicily, rather than anywhere along the Atlantic coast. Students should use the geographic features shown on the map to support their recommendation. (Teacher Edition p. 818)
- Have students design a magazine cover and write a brief article about the fall of Berlin, Hitler’s suicide, and the celebrations that erupted in the United States when V-E Day was declared. (Teacher Edition p. 827)

## Other Assessment Measures

### Chapter 23

- Main Ideas- Have students answer the following questions. How did the Germans respond to the British port blockade? What do you think neutral countries might do after German U-boats attacked their ships? (Teacher Edition sec. 1, p.724)
- Analyzing Primary Sources- Have students read the Newspaper article *Sinking the Lusitania*. Have students answer the following question. How might this disaster draw the United States into War? (Teacher Edition sec. 2, p. 726)
- Linking to Today- Students will read about women on the battlefield, and will compare the roles of women in WWI and soldiers on duty in Iraq. Students will answer the following question, How have wartime roles for women changed since World War I. (Teacher Edition sec. 2, p. 728)
- Interpreting Maps- View the map on page 732, and answer the following questions. Name the nine neutral countries shown on the map. If you were to position your ships nearest Sarajevo, where would they be? From which seas do you think U-boats were launched? Why was the British naval blockade located where it was In which country were the most battles fought according to this map? (U.S History Textbook sec. 3, p. 732)
- Main Idea- Have students answer the following questions. How close to Paris were the Germans when U.S. forces joined the battle? Why was America’s strategy to keep ships safe successful? What led to the

death of German civilians near the end of the war? Should the Kaiser have fled to the Netherlands? (Teacher Edition sec . 3 p. 733)

- DBQ Practice- Students are going to read, compare and contrast primary and secondary documents from the Chicago Race Riots in 1919. Students are then going to watch a three minute video clip of the Great Migration. Students are going to finish with a 4 paragraph essay- "What Caused the Chicago Race Riots of 1919." ( Sec. 3

[http://sheg.stanford.edu/upload/Lessons/Unit%209 WWI%20and%20the%201920s/Chicago%20Race%20Riots%20of%201919%20Lesson%20Plan.pdf](http://sheg.stanford.edu/upload/Lessons/Unit%209%20WWI%20and%20the%201920s/Chicago%20Race%20Riots%20of%201919%20Lesson%20Plan.pdf))

#### **Chapter 24**

- Chapter Preview- Have students explore the picture on page 749. What new types of entertainment are available for these people? What new things would you experience? (Teacher Edition sec. 1, p.749)

- Analyzing Primary Source Documents- Have students look at the primary source on page 753. Students will answer the following question How do the images in the cartoon illustrate the destructive force of the scandal? (Teachers Edition sec.1, p. 753)

- Have students name factory-produced products they have never seen manufactured but use often. Have students select one of the items. Then have students research the steps required to produce the finished item. Tell students to design a layout showing how the item moves through each step of production. Have students draw boxes for each step and label the boxes. Teacher Edition sec. 1, p. 754)

- Ask students to place themselves in the roles of city mayors during the 1920s who have been asked to write a letter to the editor of the local newspaper concerning the Scopes trial. In their editorials, they have been asked to express whether they think John Scopes should have been convicted of violating Tennessee state law and whether or not that decision should have been overturned.(Teacher Edition sec 2. p. 762

- Have students work in pairs to list the achievements in each of the three areas discussed in the section: radio and movies, jazz and blues music, literature and art. Have students select one development in each area that interest them. Have students design and create a set of commemorative posters that explain the development they have chosen and honor the people who were responsible. (Teachers Edition sec.3 p. 765)

#### **Chapter 25**

- Use reading checks questions for sections 1, 2, and 3 on various pages in the chapter.

- Explore the Time Line- When was Black Tuesday? How many people worldwide were unemployed in 1932? When did FDR win his first presidential election? What did Jesse Owens win at the 1936 Berlin Olympics? What year did the film The Wizard of Oz arrive in theaters? (Teacher Edition sec. 1, p. 775)

- Interpreting Maps- Students will look at the map on page 785 in their textbook and answer the

following questions. what changes were made to the environment by the TVA? Where were most of the dams built? (U.S History Textbook sec. 2 p. 785)

- This lesson explores that struggle and its implications for the New Deal's impact on American society; it examines a series of documents written by New Deal officials, including the President that concerned black CCC workers. It also considers documents that present the CCC from the perspective of black participants and observers. Drawing on other background readings and the diversity of views that these documents reflect, students will analyze the impact of this New Deal program on race relations in America and assess the role played by the New Deal in changing them. (sec 2.

<http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps#sect-thelesson>)

- Having a Debate- Ask to students to imagine that they are advisers to President Hoover or members of the Bonus Army who are preparing to debate each other. Organize students into groups of three or four and assign each group a side to support. Students will then have to write responses addressing each possible issue. Students will then debate in front of the class. (Teacher Edition sec. 3 p. 796)

## **Chapter 26**

- Use reading checks questions for sections 1, 2, and 3 on various pages in the chapter.

- Explore the Time Line- When was Black Tuesday? How many people worldwide were unemployed in 1932? when did FDR win his first presidential election? What did Jesse Owens win at the 1936 Berlin Olympics? What year did the film The Wizard of Oz arrive in theaters? (Teacher Edition sec. 1, p. 775)

- Interpreting Maps- Students will look at the map on page 785 in their textbook and answer the following questions. what changes were made to the environment by the TVA? Where were most of the dams built? (U.S History Textbook sec. 2 p. 785)

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## Teaching and Learning Actions

### Instructional Strategies D

Cornell Notes, Learning Menu, Concept Maps, SQ3R, Graphic Organizers, Chronological Thinking, Chat Stations, Bucketing, Writing Slogans, Summarization, Group Learning and Outlining, DBQs, Thinking Like a Historian, One Minute Essay, Think-Pair-Share, Cubing, 3-2-1, K-W-L chart, Socratic Seminar, Newspaper Headline.

### MTSS:

#### Special Education Student Modifications:

- Adhere to all modifications and health concerns as stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use online reading software, which can adjust its Lexile level to accommodate each student's reading level.
- Print out a guided worksheet for students to fill in to scaffold their notetaking skills.
- Accommodating instructional strategies: Reading aloud, graphic organizers, reading study guides, chapter summaries, scaffolded worksheets, class website, Online collaboration platform, definition list, syllabus, QFT, large print, use of dyslexia font, outlines.
- Use online tools that allow students to use: Speech-to-text resource, spell-check software, picture enlargement, and dictionary/ thesauri.

#### Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

#### -Academic Support:

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

#### -PBS Learning Media Middle School Image Resources:

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

#### -PBS Learning Media Middle School Audio Resources:

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

### At Risk of Failure Students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified instructional strategies Reading Aloud, graphic organizers, reading study guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, online images and experiences, peer support, one on one instruction.
- Use of computer monitoring software to keeps students on task while using chrome books.
- Academic Contracts
- Create alternative assignments for students that will target their specific form of "multiple intelligence." (i.e. auditory-musical, bodily-kinesthetic, existential, etc.)
- Constant parental contact along with mandatory tutoring appointments

-Academic contracts

-Extra Credit Strategies that Work:

<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities

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

- Differentiated learning <https://mrnussbaum.com/history>

- Differentiated Readings

<https://breakingnewsenglish.com/>

#### Chapter 23: World War 1

- Stanford History Education Group: US entry into WW1 <https://sheg.stanford.edu/history-lessons/us-entry-ww1>
- Stanford History Education Group: League of Nations <https://sheg.stanford.edu/history-lessons/league-nations>

- Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities

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

- Center for Implementing Technology in the classroom

<https://www.cited.org/>

- Differentiated learning

<https://mrnussbaum.com/history>

- Council for Exceptional Children

<https://www.cec.sped.org/>

- Schwab Foundation for Learning

<http://www.schwabfoundation.org/About-CHSF/Publications/Schwab-Learning.aspx>

- Differentiated Readings

<https://breakingnewsenglish.com/>

### Chapter 23: World War 1

- Edhelper: WWI <https://search.edhelper.com/cgi-bin/ednet.cgi>

- Stanford History Education Group: US entry into WW1 <https://sheg.stanford.edu/history-lessons/us-entry-wwi>

- Stanford History Education Group: League of Nations <https://sheg.stanford.edu/history-lessons/league-nations>

### Chapter 24: Roaring Twenties

- Edhelper: Roaring Twenties

<https://search.edhelper.com/cgi-bin/ednet.cgi>

- Stanford History Education Group: Background on Woman Suffrage <https://sheg.stanford.edu/history-lessons/background-woman-suffrage>

- Stanford History Education Group: Prohibition <https://sheg.stanford.edu/history-lessons/prohibition>

- Newsela: "Roaring Twenties" leads to Great Depression <https://newsela.com/units/218787/subtopics/220976/text-sets/220982>

- History on The net: 1921-1929

### Chapter 24: Roaring Twenties

- Stanford History Education Group: Prohibition

<https://sheg.stanford.edu/history-lessons/prohibition>

- PBS Learning Media: Roaring 20's

<https://nj.pbslearningmedia.org/resource/495a2451-1374-43fa-a564-979cd56f8de2/the-roaring-20s-crash-course-us-history-32/>

- Newsela: "Roaring Twenties" leads to Great Depression

<https://newsela.com/units/218787/subtopics/220976/text-sets/220982>

### Chapter 25: The Great Depression

- Newsela: Great Depression <https://newsela.com/search-beta?needle=Great%20Depression>

- Library of Congress: Dust Bowl Image set

<http://www.loc.gov/teachers/classroommaterials/primer/sourcesets/dust-bowl-migration/>

- History on the Net: Great Depression

<https://www.historyonthenet.com/authentichistory/1930-1939/index.html>

### Chapter 26: World War II

- Newsela: WW2 <https://newsela.com/search-beta?needle=world%20war%202>

- Organization of American Historians: Yalta Conference Simulation <http://jeremisuri.net/doc/2009/03/OAH-Magazine-on-Cold-War-Oct-2010.pdf>

- PBS: WW2 lesson Plans

[http://www.pbs.org/thewar/edu\\_lesson\\_plan.htm](http://www.pbs.org/thewar/edu_lesson_plan.htm)

The War by Ken Burns <https://www.pbs.org/thewar/>

### **Gifted and Talented Students:**

- Modified instructional strategies Socratic seminar, group discussion, QFT, think-pair-share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents and completing case studies.

- Student led classroom instruction, also project based learning.



<https://www.historyonthenet.com/authentichistory/1921-1929/index.html>

### Chapter 25: The Great Depression

- Edhelper: The Great Depression  
<https://search.edhelper.com/cgi-bin/ednet.cgi>
- Newsela: Great Depression  
<https://newsela.com/search-beta?needle=Great%20Depression>
- Library of Congress: Dust Bowl Image set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>
- History on the Net: Great Depression  
<https://www.historyonthenet.com/authentichistory/1930-1939/index.html>

### Chapter 26: World War II

- Edhelper: WWII <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Newsela: WW2 <https://newsela.com/search-beta?needle=world%20war%202>
- PBS: WW2 lesson Plans  
[http://www.pbs.org/thewar/edu\\_lesson\\_plan.htm](http://www.pbs.org/thewar/edu_lesson_plan.htm)

### **English Language Learners (ELL) Students:**

- Use district bought software; give students the option to change the language of the article to the student's native language for most articles.
- Use software that will: enable text to speech in multiple languages, find synonyms, translate text, and screenshot text for later use.
- Use district software to create word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment
- Reference prior knowledge, use graphic organizers, flash cards, read tiered literature, reference cultural components, use dictionaries, utilize multimedia.
- <https://rewordify.com/>
- <https://teachinghistory.org/teaching->

-Think-Pair-Share:

<https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: [https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar\\_29/](https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar_29/)

-Sharemylesson.com Gifted and talented resource page:  
[https://sharemylesson.com/search?grade\[\]=middle\\_school&subject\[\]=gifted\\_and\\_talented&f\[\]=curriculum\\_tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle_school&subject[]=gifted_and_talented&f[]=curriculum_tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

### Chapter 23: World War I

- New Visions: America as a World Power  
<https://curriculum.newvisions.org/social-studies/course/us-history/rise-of-american-power/>
- Library of Congress: WW1 Sheet Music  
<https://www.loc.gov/collections/world-war-i-sheet-music/about-this-collection/>

### Chapter 24: Roaring Twenties

- Constitution Center: The Rise and Fall of Prohibition  
[https://prohibition.constitutioncenter.org/Prohibition\\_Essay\\_final.pdf](https://prohibition.constitutioncenter.org/Prohibition_Essay_final.pdf)
- History on The net: 1921-1929  
<https://www.historyonthenet.com/authentichistory/1921-1929/index.html>

### Chapter 25: The Great Depression

- Library of Congress: The New Deal Primary source set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/>
- Newsela: Great Depression <https://newsela.com/search-beta?needle=Great%20Depression>
- Library of Congress: Dust Bowl Image set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>
- White Plains Public School Great Depression DBQ  
<https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/DBQ%20Great%20Depression.pdf>

[materials/english-language-learners/24143](https://teachinghistory.org/teaching-materials/english-language-learners/24143)

- <https://teachinghistory.org/teaching-materials/english-language-learners/24552>

- Teachers First: Adapt-a-strategy  
<https://www.teachersfirst.com/content/esl/adaptstrat.cfm>

-Struggling Readers:  
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Spanish for Native/Heritage Speakers:  
<https://www.curriculumpathways.com/portal/#/pd/strategies/13> -English Language Learners:  
<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

-Library of Congress Images Catalog:  
<http://www.loc.gov/pictures/>

-PBS Learning Media Middle School Image Resources:  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

-PBS Learning Media Middle School Audio Resources:  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

-Flash Cards: <https://tinycards.duolingo.com/>

- Differentiated learning  
<https://mrnussbaum.com/history>

-Large collection of resources for teaching ELL students  
<https://www.accreditedschoolsonline.org/resources/esl-ell-resources-for-teachers-parents-and-students/>

- Resources for teaching ELL students  
<http://www.everythingsl.net/index.php>

- Differentiated Readings  
<https://breakingnewsenglish.com/>

-Flash Cards: <https://tinycards.duolingo.com/>  
*Chapter 23: World War 1*

### *Chapter 26: World War II*

- Library of Congress: Japanese American Internment Primary source set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/>

- Library of Congress: WW2 Military Situation Maps  
<https://www.loc.gov/collections/world-war-ii-maps-military-situation-maps-from-1944-to-1945/about-this-collection/>

- Library of Congress: Japanese-American Internment Camps Newspapers, 1942 to 1946  
<https://www.loc.gov/collections/japanese-american-internment-camp-newspapers/about-this-collection/>

- New Visions: WW2  
<https://curriculum.newvisions.org/social-studies/course/us-history/world-war-ii/>

Digital history: The Yalta Conference Simulation  
[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit10\\_16.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_16.pdf)

### **Students With a 504:**

- Adhere to all modifications and health concerns as stated in each 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.

-PBS Learning Media Middle School Audio Resources:  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

- Teaching students with disabilities  
<http://www.ldonline.org/>

- Center for Implementing Technology in the classroom  
<https://www.cited.org/>

- Differentiated learning  
<https://mrnussbaum.com/history>*Chapter 23: World War 1*

- New Visions: World Safe for Democracy – Differentiated Example  
[https://docs.google.com/document/d/12jDBOvynAwPG54YOTXe0\\_RPekINInfcrcceOKxfPMHrg/edit](https://docs.google.com/document/d/12jDBOvynAwPG54YOTXe0_RPekINInfcrcceOKxfPMHrg/edit)

- Library of Congress: WW1 Posters  
<https://www.loc.gov/collections/world-war-i-posters/about-this-collection/>

#### Chapter 24: Roaring Twenties

- Library of Congress: The Harlem Renaissance Image and music set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/>
- PBS Learning Media: Roaring 20's  
<https://nj.pbslearningmedia.org/resource/495a2451-1374-43fa-a564-979cd56f8de2/the-roaring-20s-crash-course-us-history-32/>
- Newsela: "Roaring Twenties" leads to Great Depression  
<https://newsela.com/units/218787/subtopics/220976/text-sets/220982>
- Library of Congress: Van Vechten Collection  
<https://www.loc.gov/collections/van-vechten/about-this-collection/>

#### Chapter 25: The Great Depression

- Library of Congress: Dust Bowl Image set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>
- Library of Congress: The New Deal Primary source set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/>
- Newsela: Great Depression  
<https://newsela.com/search-beta?needle=Great%20Depression>
- History on the Net: Great Depression  
<https://www.historyonthenet.com/authentichistory/1930-1939/index.html>

#### Chapter 26: World War II

- Library of Congress: Japanese American Internment Primary source set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/>
  - Newsela: WW2  
<https://newsela.com/search-beta?needle=world%20war%202>
- The War by Ken Burns <https://www.pbs.org/thewar/>

#### Chapter 24: Roaring Twenties

- Stanford History Education Group: Background on Woman Suffrage  
<https://sheg.stanford.edu/history-lessons/background-woman-suffrage>
- Library of Congress: William P. Gottleib Collection  
<https://www.loc.gov/collections/van-vechten/about-this-collection/>
- History on The net: 1921-1929  
<https://www.historyonthenet.com/authentichistory/1921-1929/index.html>

#### Chapter 25: The Great Depression

Whatdunnit? The Great Depression Mystery  
[https://www.uwp.edu/learn/departments/economics/upload/focus\\_ushistory\\_lesson30.pdf](https://www.uwp.edu/learn/departments/economics/upload/focus_ushistory_lesson30.pdf)

#### Chapter 26: World War II

- Newsela: WW2  
<https://newsela.com/search-beta?needle=world%20war%202>
- The War by Ken Burns <https://www.pbs.org/thewar/>

**Activities Ch. 23**

*ELL - English Language Learners*

*D- Ch. 23 see pages (733)*

*SN - Special Needs*

*D- Ch. 23 see pages (736)*

*G&T - Gifted & Talented*

*D- Ch. 23 see pages (721, 727)*

**Activities Ch. 24**

*ELL - English Language Learners*

*D- Ch. 24 see pages (753, 768)*

*SN - Special Needs*

*D- Ch. 24 see pages (767)*

*G&T - Gifted & Talented*

*D- Ch. 24 see pages (754, 762)*

**Activities Ch. 25**

*ELL - English Language Learners*

*D- Ch. 25 see pages (788)*

*SN - Special Needs*

*D- Ch. 25 see pages (785, 791, 795)*

*G&T - Gifted & Talented*

*D- Ch. 25 see pages (786)*

**Activities Ch. 26**

*ELL - English Language Learners*

*D- Ch. 26 see pages (821, 827)*

*SN - Special Needs*

*D- Ch. 26 see pages (811, 823, 830)*

*G&T - Gifted & Talented*

*D- Ch. 26 see pages (816, 831)*

**Chapter 23**

Focus on speaking- In this chapter students will read about U.S. involvement in World War I. Then you will make a speech presenting your point of view on whether the United States should have entered the war. (U.S. Textbook sec. 1 p. 716)

Explore the Time Line- Have students answer the following questions. What was the U.S. position regarding the European war in 1914? When did Lusitania sink? What 1917 event influenced Congress to pass the Selective Service Act? What happened one year after Germany agreed to an armistice? (Teacher Edition sec. 1 p.716)

Main Idea Questions- have students answer the following questions. What effect did having fronts in the west, north, and east have on the German and Russian armies? What is a possible reason that soldiers felt safe in trenches at the onset of this war? What was living in a trench like? The arrival of tanks ended what type of fighting technique? (Teacher Edition sec 1. p.717)

Analyzing Primary sources: Read Schenck United states and answer the following questions. According to the Supreme Court, when could free speech be limited? How do you think this case affected other people who opposed the war? (U.S textbook sec. 2, p. 727)

Have students to imagine they are speech writers for President Wilson. Have them write a one page speech justifying America's entry into the war against Germany. (Teacher Edition sec 2, p. 726)

Main Idea questions- Have students answer the following questions. What types of jobs did women perform in Europe during the war? Name three factors that caused a labor shortage in the United States? Name two groups of people who moved from the West and the South to meet the increased demand for labor in American industrial cities. (Teacher Edition sec. 2 p.729)

Interpreting Maps- Have students look at the map on pg. 723 and answer the following questions. Name the nine neutral countries shown on the map. If you were position your ships nearest Sarajevo, where would they be? From which seas do you think the U-boats were launched? (Teacher Edition Sec.3 p. 732)

**Chapter 24**

Explore the Time Line- Have students view the timeline on pg. 749 and answer the following questions. Who won the election for president in 1920? When was penicillin discovered? Why is 1924 an important year to Native Americans? Who published The Sun Also Rises in 1926? (Teacher Edition sec 1. p. 749)

Main Idea Questions- Have students answer questions in their notebooks. What caused unemployment at the end of World War I. Why did Mellon believe tax cuts for the wealthy would benefit all Americans? Why did Harding's friends keep him "walking the floor nights?" (Teacher Edition sec 1. p. 753)

Analyzing Primary Sources- Have students look at the political cartoon on pg. 753 and answer the following question. Why do you think the artist called this cartoon the Juggernaut? (Teacher Edition sec.1 p. 753)

Have students work in pairs to write an explanation of how each image relates to life in the 1920s, and who it represents changes that have affected their own lives. (Teacher Edition sec 2. p. 758)

Main Idea Questions- Have students answer the questions. What did many soldiers returning from the war in Europe hope to continue doing when they got home? What historical change happened to the nation's population for the first time? How was life different for young people before they married? What do you think about women being elected to political office when others were excluded from professional fields? (Teacher Edition sec.2 p. 759)

Analyzing Primary Sources- Have students look at the photo on page 761 about prohibition. Students are going to read the description and answer the following question. Why was enforcing prohibition such a hard task? (Teacher Edition sec. 2, p. 761)

Main Idea questions- What did African Americans hope to escape by coming north? How did Marcus Garvey think black people should establish their independence? Base on the activities of the Ku Klux Klan, what sort of people might their members have been? Why do you think so? Do you think the League of United Latin American Citizens has been successful in achieving its goals? Explain. (Teacher Edition sec. 2, p. 763)

Primary Source- Have students read Langston Hughes' poem I, Too. have students analyze the poem and answer the following questions. Why do you think Hughes wrote this poem? Who do you think Hughes is referring to when he speaks of "they"? (U.S History Textbook sec.3, p. 768)

## **Chapter 25**

Main Idea questions- Have students respond to the following questions. By what name did they day the stock market crashed become known? What two things caused banks to close? How did people lose their life savings? How did the stock market crash affect banks? (Teacher Edition sec.1, p.779)

Connect to Economics- Have students look at the graph and answer the following question. During what year was unemployment the highest? (Teacher Edition sec 1, p. 780)

Have students create a flow chart on construction paper showing how the TVA accomplished these goals. Students should write the primary effects of the TVA on their flow charts. Then have students add the secondary effects of the TVA- the consequences of the primary effects- on their chart (Teacher Edition sec. 2, p.785)

Main Idea questions- What did Roosevelt promise in his inaugural address? Who worked together on the New Deal? How would you judge the value of programs such as the CWA, the CCC and the TVA? (Teacher Edition sec. 2, p.785)

New Deal poster- Ask students to imagine they are artist in the 1933. They have been hired by the federal government to create two informational or advertising posters about New Deal Programs. (Teacher Edition sec.2, p. 787)

Focus on writing- Have students read this section and take notes about the Dust Bowl, family life, and Depression era culture. Students will a write two paragraph response What would it have been like to be a farmer at this time? How would you describe your experiences? (U.S History Textbook sec. 3, p. 794)

### **Chapter 26**

Have students examine the map of World War II Europe. Have students create maps showing countries that formed the Allied powers, the Axis powers, and those that remained neutral. have students show which countries were invaded and occupied by the Axis Powers. (Teacher Edition sec. 1 p. 804)

Main Idea questions- Have students respond to the following questions in their notebooks- Under Fascism, which is more important, individuals' rights or the state? How were the governments of Italy, Germany, and the soviet Union similar at the Beginning of World War II? How do you think Japan's strong military leaders influenced the emperor? (Teacher Edition sec 1. p. 805)

Primary Sources- Have students read Supporting the War on page 811. Have students answer the following questions. How did Rosie Riveter become a symbol for war? How did posters like these aim to help troops overseas? (U.S History Textbook sec.2, p. 811)

Have students work in pairs to write two letters to the editor of a California newspaper. Tell students to imagine that its January 1942 and that Americans are still in shock over the bombing of Pearl Harbor. in one letter students should explain why Japanese Americans represent a threat to U. S. security. Next letter stunts should argue against Executive Order 9066 and the abridgment of Civil rights for Japanese Americans. (Teacher Edition sec. 2, p. 813)

Have students review the information about the holocaust, and use it to complete a concept web. Students should add lines to their webs as needed to include appropriate details. (Teacher edition sec. 4 p. 827)

Focus on Writing- Take notes on the last days of World War II. How did the Allies finally win the war? What impact did the war have on people and countries around the world? (U.S History Textbook sec.4 p. 829)

### *Experiences*

Field trips- Students can take trips to various locations to enhance their knowledge on what they are learning.

D	<p>Paterson Museum (Chapter 25 The Great Depression)  <a href="http://www.fieldtrip.com/nj/18813874.htm">http://www.fieldtrip.com/nj/18813874.htm</a></p> <p>New Jersey Naval Museum (Chapter 23/26, World War I and World War II )  <a href="http://www.classtrips.com/detail/2054/237/field-trips-in-new-jersey-to-history-museumsexhibits">http://www.classtrips.com/detail/2054/237/field-trips-in-new-jersey-to-history-museumsexhibits</a></p> <p>Holocaust Survivor Guest Speaker (Chapter 26) - <a href="http://www.jfedgmw.org/get-involved/holocaust/survivors-speak">http://www.jfedgmw.org/get-involved/holocaust/survivors-speak</a></p> <p>Museum of Jewish Heritage-Memorial to the Holocaust  <a href="http://www.mjhnyc.org/learn.html">http://www.mjhnyc.org/learn.html</a></p>
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**Resources**

- Holt McDougal United States History
- Holt McDougal Guided Reading Workbook
- Progress Assessment Support System (with answer Key)
- United States History differentiated instruction
- <http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps#sect-thelesson>
- <https://www.archives.gov/education/lessons/369th-infantry/activities.html>
- <http://www.beesburg.com/edtools/glossary.html>
- Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.htm> |
- Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
- DBQs- <https://sheg.stanford.edu/us>
- DBQ Project Online
- Historical videos  
<http://www.history.com/topics/world-war-i> (chapter 23)  
<http://www.history.com/topics/roaring-twenties/videos> (chapter 24)  
<http://www.history.com/topics/great-depression/videos> (Chapter 25)
- <http://www.history.com/topics/world-war-ii/world-war-ii-history/videos> (chapter 26)
- Primary Source Documents - <http://www.digitalhistory.uh.edu/>
- Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- Connecting History to Today-
- [www.newsela.com](http://www.newsela.com)
- [www.readworks.com](http://www.readworks.com)
- [www.flocabulary.com](http://www.flocabulary.com)

## **Amistad:**

- Chapter 23:
  - o Amistad Commission <http://www.njamistadcurriculum.net/history/unit/emergent-modern-america>
  - o NJ State Library  
<https://www.njstatelib.org/research-library/new-jersey-resources/highlights/african-american-history-curriculum/unit-9-world-war-i/>
  - o PBS History Detectives <https://www.pbs.org/opb/historydetectives/educators/lessonplan/african-american-history-honored-as-heroes/>
  
- Chapter 24:
  - o Amistad Commission <http://www.njamistadcurriculum.net/history/unit/new-deal>
  - o NJ State Library  
<https://www.njstatelib.org/research-library/new-jersey-resources/highlights/african-american-history-curriculum/unit-10-twenties/>
  
- Chapter 25:
  - o Amistad Commission <http://www.njamistadcurriculum.net/history/unit/new-deal>
  - o NJ state Library  
<https://www.njstatelib.org/research-library/new-jersey-resources/highlights/african-american-history-curriculum/unit-11-great-depression/>
  
- Chapter 26:
  - o Amistad Commission <http://www.njamistadcurriculum.net/history/unit/new-deal>
  - o NJ state Library  
<https://www.njstatelib.org/research-library/new-jersey-resources/highlights/african-american-history-curriculum/unit-12-democracy/>

## **Holocaust:**

- United States Holocaust Memorial Museum <https://www.ushmm.org/educators/lesson-plans>
- End Genocide <http://endgenocide.org/>
- Common Sense: Finding Credible News <https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news>
- One Clip At a Time <http://www.oneclipatatime.org/paper-clips-project/>
- NJDOE: Signs of Bias in Your School  
<https://www.nj.gov/education/holocaust/resources/SignsofBiasinYourSchool.pdf>
- Teaching Tolerance <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-how-words->



communicate-bias

- Nueuseumed: Bias through History <https://newseumed.org/tools/lesson-plan/bias-through-history-analyzing-historical-sources>

Suggested Time Frame:

Cycle 3

World War I- 6 Days

The Roaring 20s- 4-Days

The Great Depression- 4 days

World War II- 6 days

<b>Content Area:</b>	United States History II	<b>Grade(s)</b>	8
<b>Unit Plan Title:</b>	Post War and Modern America		
<b>College and Career Readiness Standards</b>			
<p>Chapter 27- Chapter 31</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CRP5 Consider the environmental, social and economic impacts of decisions.</li> <li><input type="checkbox"/> CRP9 Model integrity, ethical leadership and effective management.</li> <li><input type="checkbox"/> CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li><input type="checkbox"/> CRP2 Apply appropriate academic and technical skills.</li> <li><input type="checkbox"/> CRP5 Consider the environmental, social and economic impacts of decisions.</li> <li><input type="checkbox"/> CRP11 Use technology to enhance productivity.</li> <li><input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</li> <li><input type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.</li> <li><input type="checkbox"/> CRP7 Employ valid and reliable research strategies.</li> </ul>			
<b>Overview/Rationale</b>			
<p><b>Unit 9 Post-war America, (1945-1975)</b></p> <p><b>Ch. 27 Early Years of the Cold War</b></p> <p><b>sec. 1 Adjusting to Peace</b></p> <p><b>sec. 2 War in Korea and a New Red Scare</b></p> <p><b>Overview-</b>After World War II Americans adjusted to the new challenges both at home and around the world. During the Cold War the U.S. government confronted communism globally and within the United States. An expanding economy led to new ways of life for many Americans in the 1950s.</p> <p><b>Ch.28 The Civil Rights Movement</b></p> <p><b>sec.1 The Civil Rights Movement Takes Shape</b></p> <p><b>sec. 2 Kennedy, Johnson, and Civil Rights</b></p> <p><b>Overview-</b> Civil rights activists used legal challenges and public protest to confront segregation. The Civil rights movement made major advances during the presidencies of John F. Kennedy and Lyndon B. Johnson. Encouraged by the success of the civil rights movement, many groups worked for equal rights in the 1960s.</p> <p><b>Ch.29 The Vietnam War</b></p> <p><b>sec.1 Kennedy and Foreign Policy</b></p> <p><b>sec. 2 Escalation in Vietnam</b></p> <p><b>sec. 3 The End of the War</b></p> <p><b>Overview-</b>The United States confronted Communist nations in Cold War conflicts around the world. Johnson quickly expanded U.S. involvement in Vietnam, but American soldiers faced a determined enemy. Growing antiwar sentiments in the United States helped convince the government to end U.S. involvement in the Vietnam War.</p> <p><b>Unit 10 Modern America (1968- Present)</b></p> <p><b>Ch.30 Searching for Order</b></p> <p><b>sec 1. Nixon’s Presidency and Watergate</b></p>			

## **sec 2. America in the 1970s**

### **sec 3. The Reagan Presidency**

**Overview-** Richard Nixon's policies helped ease Cold War tensions before the Watergate Scandal brought down his presidency. Americans faced major challenges both at home and around the world in the 1970s. President Reagan enacted conservative policies at home and took a strong anti-Communist stance in the Cold War.

## **Ch.26 America Looks to the Future**

### **sec 1. The End of the Twentieth Century**

#### **sec 2. George W. Bush in Office**

**Overview-** The United States and the world faced many new challenges at the end of the 20th Century. After winning a close election, George W. Bush led the country's response to terrorist attacks. The United States continues to grow and change as we move ahead in the 21st century.

### **Standard(s)**

6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.

6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.

6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.

6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.

<b>Technology Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>
<p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p>	<p style="text-align: center;"><b>Reading</b></p> <p>RH.6-8.1—Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Craft and Structure</p> <p>RH.6-8.4—Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Integration of Knowledge and Ideas</p> <p>RH.6-8.7—Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.9—Analyze the relationship between primary and secondary source on the same topic.</p> <p style="text-align: center;"><b>Writing</b></p> <p>WHST.6-8.1—Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a—Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b—Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible</p>

sources.

WHST.6-8.1c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d—Establish and maintain a formal style.

WHST.6-8.1e—Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.2a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as

WHST.6-8.2b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d—Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e—Establish and maintain a formal style and objective tone.

WHST.6-8.2f—Provide a concluding statement or section that follows from and supports the information or explanation presented.

### Essential Question(s)

#### Ch. 27 Early Years of the Cold War

- How did America adjust to peace after WWII? (section 1)
- How did America go to war with Korea? (section 2)
- What is the Red Scare? (section 2)

#### Ch. 28 The Civil Rights Movement

- How did the Civil Rights Movement take shape? (section 1)

- Who participated in the movement and what were they fighting for? (section 2)

### **Ch. 29 The Vietnam War Years**

- What was John F. Kennedy's stance on foreign policy? (section 1)
- What caused the Vietnam War? (section 1)
- What problems did Americans face during the Vietnam War? (section 2)
- How did the war end? (section 3)

### **Ch. 30 Searching for Order**

- How did Watergate affect Nixon's Presidency? (section 1)
- What is Watergate? (section 1)
- What changes happened in American society during the 1970s? (section 2)
- How did Ronald Reagan's Presidency affect society? (section 3)

### **Ch. 31 America Looks to the Future**

- What happened at the turn of the 20th century? (section 1)
- What affects did George W. Bush have on society?(section 2)
- How did America react to terrorism? (section 2)

## **Enduring Understandings**

### **Chapter 27 (Early Years of the Cold War)**

- After World War II Americans adjusted to new challenges both at home and around the world. (section 1)
- During the Cold War, the U.S. government confronted communism globally and within the United States. (section 2)
- An expanding economy led to new ways of life for many Americans in the 1920s.(section 3)

### **Chapter 28 (The Civil Rights Movement)**

- Civil rights activist used legal challenges and public protest to confront segregation. (section 1)
- The Civil Rights movement made major advances during the presidencies of John F. Kennedy and Lyndon B. Johnson. (section 2)

### **Chapter 29 (The Vietnam War Years)**

- The United States confronted Communist nations in Cold War conflicts around the world. (Section 1)
- Johnson quickly expanded U.S. involvement in Vietnam, but American soldiers faced a determined enemy. (section 2)
- Growing antiwar feelings in the United States helped convince the government to end U.S. involvement in the Vietnam War. (section 3)

### **Chapter 30 (Searching for Order)**

- Richard Nixon's policies helped ease Cold War tensions before the Watergate scandal brought down his presidency. (section 1)
- Americans faced major challenges both at home and around the world in 1970s. (section 2)

- President Reagan enacted conservative policies at home and took a strong anti-Communist stance in the Cold War. (section 3)

**Chapter 31 (Modern America)**

- The United States and the world faces many new challenges at the end of the twentieth century. (section 1)
- George W. Bush led the country in response to terrorist attacks and through domestic challenges. (Section 2)

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives**

Students will be able to analyze, construct, form opinions, and evaluate:

**Chapter 27 (Early Years of the Cold War)**

- As World War II ended leaders began planning the future of the postwar world.(section 1)
- The United States and the Soviet Union went from being allies to enemies after World War II. (section 1)
- Ways in which Americans adjusted to postwar life. (section 1)
- The United States fought Communist North Korea in the Korean War.(section 2)
- The fear of communist led to a new Red Scare at home. (section 2)
- President Eisenhower faced Cold War crises around the world. (section 2)

**Chapter 28 (The Civil Rights Movement)**

- Civil Rights leaders battled school segregation in court. (section 1)
- The Montgomery bus boycott and how it helped end segregation on buses. (section 1)
- Students organized sit-ins to protest segregation. (section 1)
- John F. Kennedy was elected president in 1960. (section 2)
- Civil rights leaders continued to fight for equality. (section 2)
- The changes that occurred in the civil rights movement in the late 1960s. (section 2)

**Chapter 29 (The Vietnam War Years)**

- President Kennedy confronted Communist threats around the world. (section 1)
- The Cold War conflict in Vietnam led the United States into war. (section 1)
- President Johnson committed the United States to victory in Vietnam by expanding U.S.

involvement.(section 2)

- American soldiers faced new challenges fighting the Vietnam War.
- The Vietnam War ended in 1973, but it had lasting effects on Vietnam and the United States. (section 3)

### **Chapter 30 (Searching for Order)**

- Americans faced domestic challenges, including an energy and economic crisis. (section 1)
- The Watergate scandal forced Nixon to resign.(section 1)
- Jimmy Carter’s election and how society was affected. (section 2)
- American society debated key social issues during the 1970s (Section 2)

### **Chapter 31 (America Looks to the Future)**

- Major global changes place during the presidency of George H.W. Bush.(section 1)
- During Bill Clinton’s Presidency the nation experienced scandal economic growth and the rise of terrorist threats. (section 1)
- Americans debate the future of the War on Terror that began after terrorists attacked the United States. (section 2)
- The nation faced difficult challenges during President Bush’s term. ( section 3)

## **Assessments**

### **Pre and Formative**

#### **Chapter 27 Early Years of the Cold War**

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 850), Section 2 Assessment- Reviewing Ideas Terms and People. (Teacher Edition p. 857),
- Guided Reading Workbook- Key Terms and People (p.295-303)
- Section 1-2 Standardized Test Practice (U.S History textbook p.865 )
- Section 1-2 quiz (Progress Assessment book p.306-308)

#### **Chapter 28 The Civil Rights Movement**

- Section 1 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 874)
- Section 2 Assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 881)
- Guided Reading Workbook- Key Terms and People (p.304-309)
- Section 1-2 quiz (Progress Assessment book p. 314-315)
- Sec 1-2 Standardized Test Practice (U.S History Textbook p. 889)

#### **Chapter 29 The Vietnam War Years**

- Section 1 Assessment-Reviewing Ideas, Terms and People.(Teacher Edition p. 900),
- Section 2 assessment- Reviewing Ideas, Terms and People. (Teacher Edition p. 905),
- Guided Reading Workbook- Key Terms and People.(p. 314-321)
- Section 1-3 Standardized Test Practice (U.S History Textbook p. 917)
- Section 1-3 quiz (Progress Assessment book p.322-324)



### **Chapter 30 Searching for Order**

- Section 1 Assessment-Reviewing Ideas, Terms and People.(Teacher Edition p. 931), Section 2 assessment-Reviewing Ideas, Terms and People. (Teacher Edition p. 936),
- Guided Reading Workbook- Key Terms and People.(p. 280-293)
- Section 1-2 Standardized Test Practice (U.S History Textbook p. 945)
- Section 1-2 quiz (Progress Assessment book p.337-339)

### **Chapter 31 The end of the Twentieth Century**

- Section 1 Assessment-Reviewing Ideas, Terms and People.(Teacher Edition p. 953), Section 2 assessment-Reviewing Ideas, Terms and People. (Teacher Edition p. 958),
- Guided Reading Workbook- Key Terms and People.(p. 322-327)
- Section 1-2 Standardized Test Practice (U.S History Textbook p. 969)
- Section 1-2 quiz (Progress Assessment book p.337-339)

## **Summative**

### **Chapter 27 Early Years of the Cold War**

- Section 1-3 test (Progress Assessment book p. 309-313)
- Critical Thinking questions (U.S History Textbook p.850,857,861)
- Chapter 23 Review Questions (U.S History Textbook p.863)

### **Chapter 28 The Civil Rights Movement**

- Section 1-2 test (Progress Assessment book p.317-321 )
- Critical Thinking and Focus on Writing questions (U.S History Textbook p.874,881)
- Chapter 24 Review Questions (U.S History Textbook p.887)

### **Chapter 29 The Vietnam War**

- Section 1-3 test (Progress Assessment book p. 325- 329)
- Critical Thinking questions (U.S History Textbook p. 900 ,905, 913)
- Chapter 25 Review Questions (U.S History Textbook p. 915)

### **Chapter 30 Searching for Order**

- Section 1-2 test (Progress Assessment book p. 340- 344)
- Critical Thinking questions (U.S History Textbook p. 931, 936)
- Chapter 25 Review Questions (U.S History Textbook p. 833)

### **Authentic Assessments**

#### **Chapter 27**

- Using the Internet- Have students research the second Red Scare then write a journal entry from the point of view of Senator McCarthy, a blacklisted writer or Joseph Welch, attorney for the U.S. Army. You can use some of the following questions as a guide to writing your journal entry. What were Americans' fears? How did Senator Joseph McCarthy and congressional hearings affect the lives of those accused of Communist activities? What did the hearings accomplish? (Teacher Edition p.864)

- Focus on Writing- Have students decide on a theme to create a song about the 1950s. It can focus either on one event or idea or on several. Remember that the lyrics should address something specific about what it was like to live in the U.S in the 1950s you may even want to write from the point of view of a young person living in the 1950s. What would that person think about? What would be his or her hopes and fears? (Teacher Edition p. 864)

#### **Chapter 28**

- Creating a Newspaper- Students will use their notes and Research the Little Rock Nine. Then create two pages of a newspaper about them. Make sure your newspaper articles include direct references to your research. (Teacher edition 888)
- Focus on Writing- Create your own Civil Rights bill. Students will answer the following questions in their bill. What is its goal? How will the bill help expand civil rights. Is it designed to help a certain group of people? You may refer to problems or events the bill responds to as well as to earlier civil rights laws and legal decisions. (Teacher Edition p. 888)

#### **Chapter 29**

- Collaborative learning- Organize the class into small groups. Have half the students in each group represent the hawks; the other half will represent the doves. Have each group create both a pro-war and an antiwar protest. . (Teacher Edition p. 904)
- Have students create bumper stickers to express their appreciation for the service of these veterans. Have students work in small groups to brainstorm slogans that would express their appreciation. Have students record all the group slogans and then choose their favorite one. (Teacher Edition p. 913)

#### **Chapter 30**

- Have students create their own political cartoons about the economic troubles that faced the United States during this time. (Teacher Edition p. 927)
- Have students pretend they are authors and they have to write a novel about important events from the 1970s and 1980s. Have students think about the main events they will describe and main characters the story will include. Write the first two pages to your novel. (Teacher Edition p.944)

#### **Chapter 31**

- Organize the class into small groups. Have each group design a memorial to the soldiers who lost their lives in the Persian Gulf War. (Teacher edition 951)
- Focus on Writing-Write a speech about the September 11, 2001 terrorist attacks. How did Americans respond to the attacks? How did the attacks change the focus of American people? How did they affect the presidency of George W. Bush? (Teacher Edition p. 958)

#### **Other assessment measures**

#### **Chapter 27**

- Main Ideas-** What was the result of the Potsdam Conference? What legal principle was established at the Nuremberg and Japanese International Military Tribunals? Why do you think France was not represented at the Yalta or Potsdam Conference? (Teacher Edition sec. 1, p.845)
- Organize students into small groups of four.** Have students in each group select one of the following topics: Truman Doctrine, Marshall Plan, Berlin Airlift, or NATO. Have students design a poster that encourages all Americans to support this aspect of U.S. foreign policy. (Teacher Edition sec. 1, p. 847)
- Analyzing Primary Sources-** Read journalist Edward R. Murrow criticism of Senator McCarthy's tactics. In a paragraph respond to the follow question: How would you describe Murrow's criticism of McCarthy's ideas. (Teacher Edition sec. 2, p. 855)
- Focus on writing-** Have students respond to the following question in two paragraphs. How did the government and individuals respond to these challenges and fears? (U.S History Textbook sec. 2 p.857)
- Other Assessments cont. Chapter 28**
- Exploring the timeline-** Have students answer the following questions in their notebooks. When did the Soviet Union launch Sputnik? What organization was formed in 1966? When was President John F. Kennedy assassinated? What protest took place in 1973? (Teacher Edition sec. 1, p.867)
- Main Idea questions-** Which Supreme Court case made school segregation legal? Describe the Supreme court action in Brown v Board of Education. Why was it significant that the Supreme Court decision in the Brown case was unanimous. (Teacher Edition sec. 1, p. 871)
- Interpreting Maps.** Have students look at the map on page 877. Students will answer the following questions: Where did the Freedom Rides attempt to travel? According to this map, in which state did the Freed Riders meet the most resistance?. (Teacher Edition sec. 2, p. 877)
- Focus on writing-** List new civil rights laws passed in the 1960s. What were the goals of these laws? What problems or events did they respond to? As a member of Congress, would you have approved of these laws? Why or Why not? (U.S History Textbook sec. 2 p.881)

### **Chapter 29**

- Analyzing Primary Source Documents-** Have students look at the primary source on page 896 and answer the following question. What details from the pass show that the moment was tense? (Teachers Edition sec.1, p. 896)
- Have students respond to the reading checks questions for sections 1, 2, and 3 on various pages in the chapter.**
- Main Idea Questions-** Have students answer the following questions in their notebooks. What strategy did General Westmoreland develop for use in Vietnam? How did the Vietcong and NVA manage to keep up with

U.S. escalation rates? How did the suffering of Vietnamese civilians affect the future goals of the United States? (Teacher Edition sec. 2, p. 903)

- Have students take notes on different people's points of view on the war. What different points of view should you present in your news cast to give a complete picture of the war in Vietnam? What kinds of people might you want to interview? (Teacher Edition sec 2. p. 905)
- Have students imagine that they are Vietcong soldiers. They are committed to outlasting the American soldiers who are fighting in the area. Students will create a skit about life for a Vietcong Soldier. Have students look at the tunnels on page 906 and list three places in the tunnel system where their characters will pass through. (Teachers Edition sec.3 p. 906)
- Have students respond to the reading checks questions for sections 1, 2, and 3 on various pages in the chapter.
- Explore the Time Line- Have students look at the timeline on page 923 and answer the following questions. Who became prime minister of Israel in 1969? When was the first Earth Day celebrated in the United States? Who served as President of the United States between 1969 and 1974? Which nation invaded Afghanistan in 1979? (Teacher Edition sec. 1, p. 923)
- Introduce the Chapter- Tell students to scan the chapter to determine what types of challenges American presidents faced. Ask students to suggest general categories for group the challenges. As they suggest categories, write them for all to see. Next, ask students to write the challenges covered in this chapter under the appropriate category. (Teacher Edition sec. 1, p.922)
- Connect to Economics- Rising oil prices in the early 1970s had a major impact on the U.S. economy. Have students look at the graph on page 927 and answer the following question: How were trends in oil prices and inflation similar during the 1970s? (U.S History Textbook sec. 1 p. 927)
- Main Idea Questions- Have students answer the following question in their notebook. Where were the majority of new immigrants coming from? What effect did Title IX have on Americans? Judge the importance of Rachel Carson's contribution to the environment. (Teacher Edition sec. 2, p. 933)
- Collaborative Learning- Organize students into pairs. Have students make a list of foreign policy events that occurred during the Carter Presidency. Have each pair of students select one event and create a poster explaining the event and the way the president dealt with it. (Teacher Edition sec. 2 p. 935)
- Focus on writing- How would you describe President Reagan's approach to government? What major decisions did he make during his presidency? How did these decisions influence government, politics, and foreign relations? Make notes on what you will use in your historical novel. (Teacher Edition sec.3 p. 940)
- Have students respond to the reading checks questions for sections 1, 2, and 3 on various pages in the chapter.
- Explore the Time Line- Have students answer the following questions in their notebooks. How many years

after extremist bombed a federal building in Oklahoma did terrorist attack the World Trade Center and the Pentagon? (Teacher Edition sec. 1, p. 947)

- Introduce the Chapter- Students will create an outline of the chapter to use as a study guide. Have students copy the chapter title and then have them use each section title as headings for their outline. (Teacher Edition sec. 1, p.946)
- Focus on Writing- Have students scan the section and list the foreign and domestic policies or issues discussed under each heading. Then have students work in pairs to write brief statements connecting the key terms and people to each of the issues on their lists. (Teacher Edition sec 1. p. 950)
- Main Idea Questions-Have students answer the following questions. What domestic election issue had changed since the election of President Clinton? Why did the Supreme Court intervene in the 2000 presidential election? How do you think having such a close, contested election might affect the president? (Teacher Edition sec 2. p. 955)
- Interpreting charts- Have students look at the chart from the Election of 2000. Have students answer the following questions: By how many electoral votes did Bush win? How many more popular votes did Gore have than Bush? (U.S. Textbook, sec 2. p. 955)

*Teaching and Learning Actions*

*Instructional Strategies*

Cornell Notes, Learning Menu, Concept Maps, SQ3R, Graphic Organizers, Chronological Thinking, Chat Stations, Bucketing, Writing Slogans, Summarization, Group Learning and Outlining, DBQs, Thinking Like a Historian, One Minute Essay, Think-Pair-Share, Cubing, 3-2-1,K-W-L chart, Socratic Seminar, Newspaper Headline.

**MTSS:**

**Special Education Student Modifications:**

- Adhere to all modifications and health concerns as stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use online reading software, which can adjust its Lexile level to accommodate each student’s reading level.
- Print out a guided worksheet for students to fill in to scaffold their notetaking skills.
- Accommodating instructional strategies: Reading aloud, graphic organizers, reading study guides, chapter summaries, scaffolded worksheets, class website, Online collaboration platform, definition list, syllabus, QFT, large print, use of dyslexia font, outlines.

**At Risk of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified instructional strategies Reading Aloud, graphic organizers, reading study guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, online images and experiences, peer support, one on one instruction.
- Use of computer monitoring software to keeps students on task while using chrome books.
- Academic Contracts
- Create alternative assignments for students that will target their specific form of “multiple intelligence.” (i.e. auditory-musical, bodily-kinesthetic, existential, etc.)
- Constant parental contact along with mandatory tutoring appointments
- Academic contracts
- Extra Credit Strategies that Work:

- Use online tools that allow students to use: Speech-to-text resource, spell-check software, picture enlargement, and dictionary/ thesauri.

Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Academic Support:

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

-PBS Learning Media Middle School Image Resources:

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

-PBS Learning Media Middle School Audio Resources:

[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

- Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities

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

- Center for Implementing Technology in the classroom

<https://www.cited.org/>

- Differentiated learning

<https://mrnussbaum.com/history>

- Council for Exceptional Children

<https://www.cec.sped.org/>

- Schwab Foundation for Learning

<http://www.schwabfoundation.org/About-CHSF/Publications/Schwab-Learning.aspx>

- Differentiated Readings

<https://breakingnewsenglish.com/>

### Chapter 27: Early Years of the Cold War

- Edhelper: Cold War <https://search.edhelper.com/cgi-bin/ednet.cgi>

<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

- Teaching students with disabilities

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- Differentiated learning <https://mrnussbaum.com/history>

- Differentiated Readings

<https://breakingnewsenglish.com/>

### Chapter 27: Early Years of the Cold War

- Organization of American Historians: Yalta Conference Simulation <http://jeremisuri.net/doc/2009/03/OAH-Magazine-on-Cold-War-Oct-2010.pdf>

- Stanford History Education Group: Cold War

[https://sheg.stanford.edu/history-lessons?f%5B0%5D=time\\_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content](https://sheg.stanford.edu/history-lessons?f%5B0%5D=time_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content)

- Newsela: Cold War <https://newsela.com/search-beta?needle=Cold+War>

### Chapter 28: The Civil Rights Movement

- Newsela: Civil Rights <https://newsela.com/search-beta?needle=civil+rights+movement>

- Teaching History: Paintings about Segregation

<https://teachinghistory.org/best-practices/examples-of-historical-thinking/25843>

- Road to Brown:

<https://www.youtube.com/watch?v=6Upw5T06T04&t>

### Chapter 29: The Vietnam War

- Newsela: Vietnam War <https://newsela.com/search-beta?needle=Vietnam+War>

- Teaching History: Vietnam War

<https://teachinghistory.org/search/node?keys=Vietnam%20War>

### Chapter 30: Searching for Order

- Teaching History: Richard Nixon

- Stanford History Education Group: Cold War [https://sheg.stanford.edu/history-lessons?f%5B0%5D=time\\_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content](https://sheg.stanford.edu/history-lessons?f%5B0%5D=time_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content)
- Newsela: Cold War <https://newsela.com/search-beta?needle=Cold+War>

#### Chapter 28: The Civil Rights Movement

- Edhelper: Civil Rights <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Newsela: Civil Rights <https://newsela.com/search-beta?needle=civil+rights+movement>
- Teaching History: Paintings about Segregation <https://teachinghistory.org/best-practices/examples-of-historical-thinking/25843>
- Road to Brown: <https://www.youtube.com/watch?v=6Upw5T06T04&t>

#### Chapter 29: The Vietnam War

- Edhelper: Vietnam War <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Newsela: Vietnam War <https://newsela.com/search-beta?needle=Vietnam+War>
- Teaching History: Vietnam War <https://teachinghistory.org/search/node?keys=Vietnam%20War>

#### Chapter 30: Searching for Order

- Edhelper: Richard Nixon <https://search.edhelper.com/cgi-bin/ednet.cgi>
- Teaching History: Richard Nixon <https://teachinghistory.org/search/node?keys=Nixon>
- Teaching History: Ronald Reagan <https://teachinghistory.org/search/node?keys=Reagan>
- Newsela

#### Chapter 31: America Looks to the Future

- Edhelper: George Bush

- <https://teachinghistory.org/search/node?keys=Nixon>
- Teaching History: Ronald Reagan <https://teachinghistory.org/search/node?keys=Reagan>

#### Chapter 31: America Looks to the Future

- Newsela
- <https://teachinghistory.org/search/node?keys=george+bush>
- Teaching History: What Students Should Know About the War on Terrorism <https://teachinghistory.org/node/19706>

#### **Gifted and Talented Students:**

- Modified instructional strategies Socratic seminar, group discussion, QFT, think-pair-share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents and completing case studies.
- Student led classroom instruction, also project based learning.
- Think-Pair-Share: <https://www.readingrockets.org/strategies/think-pair-share>
- Socratic Seminar: <https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar> 29/
- Sharemylesson.com Gifted and talented resource page: [https://sharemylesson.com/search?grade\[\]=middle\\_school&subject\[\]=gifted\\_and\\_talented&f\[\]=curriculum\\_tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle_school&subject[]=gifted_and_talented&f[]=curriculum_tree%3A28342%2F28412)
- Flash Cards: <https://tinycards.duolingo.com/>

#### Chapter 27: Early Years of the Cold War

- Yalta Conference Simulation: [http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit10\\_16.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_16.pdf)
- Edsitement: Sources of Discord, 1945-1946 <https://edsitement.neh.gov/lesson-plans/lesson-1-sources-discord-1945-1946#sect-activities>

#### Chapter 28: The Civil Rights Movement

<https://search.edhelper.com/cgi-bin/ednet.cgi>

- Newsela
- <https://teachinghistory.org/search/node?keys=george+bush>
- Teaching History: Responding to Terrorism: Challenges for Democracy  
<https://teachinghistory.org/node/22123>

### English Language Learners (ELL) Students:

- Use district bought software; give students the option to change the language of the article to the student's native language for most articles.
- Use software that will: enable text to speech in multiple languages, find synonyms, translate text, and screenshot text for later use.
- Use district software to create word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment
- Reference prior knowledge, use graphic organizers, flash cards, read tiered literature, reference cultural components, use dictionaries, utilize multimedia.

- <https://rewordify.com/>
- <https://teachinghistory.org/teaching-materials/english-language-learners/24143>
- <https://teachinghistory.org/teaching-materials/english-language-learners/24552>
- Teachers First: Adapt-a-strategy  
<https://www.teachersfirst.com/content/esl/adaptstrategy.cfm>

### -Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

### -Spanish for Native/Heritage Speakers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/13> -English Language Learners:

<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

### -Library of Congress Images Catalog:

<http://www.loc.gov/pictures/>

- Library of Congress: The NAACP Primary Source Set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/>
- Teaching History: Modern Civil Rights Movement  
<https://teachinghistory.org/history-content/beyond-the-textbook/24318>

### Chapter 29: The Vietnam War

- Library of Congress: Vietnam War Primary Resources  
<https://www.loc.gov/search/?in=PartOf%3ATEACHERS&q=Vietnam+War>

### Chapter 30: Searching for Order

- Library of Congress Primary Resources  
<https://www.loc.gov/search/?in=&q=Reagan&new=true>

### Chapter 31: America Looks to the Future

- New Visions: Domestic Change  
<https://curriculum.newvisions.org/social-studies/course/us-history/unit-10-domestic-change/>

### Students With a 504:

- Adhere to all modifications and health concerns as stated in each 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.
- PBS Learning Media Middle School Audio Resources:  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

### - Teaching students with disabilities

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

### - Center for Implementing Technology in the classroom

<https://www.cited.org/>

### - Differentiated learning <https://mnrussbaum.com/history>

### Chapter 27: Early Years of the Cold War

- Newsela: Cold War <https://newsela.com/search->



-PBS Learning Media Middle School Image Resources:  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Image&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026)

-PBS Learning Media Middle School Audio Resources:  
[https://nj.pbslearningmedia.org/grades/middle-school/?selected\\_facet=media\\_type:Audio&selected\\_facet=subject:3026](https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026)

-Flash Cards: <https://tinycards.duolingo.com/>

- Differentiated learning  
<https://mrnussbaum.com/history>

-Large collection of resources for teaching ELL students  
<https://www.accreditedschoolsonline.org/resources/ell-ell-resources-for-teachers-parents-and-students/>

- Resources for teaching ELL students  
<http://www.everythingsl.net/index.php>

- Differentiated Readings  
<https://breakingnewsenglish.com/>

### Chapter 27: Early Years of the Cold War

- Organization of American Historians: Yalta Conference Simulation  
<http://jeremisuri.net/doc/2009/03/OAH-Magazine-on-Cold-War-Oct-2010.pdf>

- Stanford History Education Group: Cold War  
[https://sheg.stanford.edu/history-lessons?f%5B0%5D=time\\_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content](https://sheg.stanford.edu/history-lessons?f%5B0%5D=time_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content)

- Newsela: Cold War <https://newsela.com/search-beta?needle=Cold+War>

### Chapter 28: The Civil Rights Movement

- Library of Congress: The NAACP Primary Source Set  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/>

- Newsela: Civil Rights <https://newsela.com/search-beta?needle=civil+rights+movement>

[beta?needle=Cold+War](https://newsela.com/search-beta?needle=Cold+War)

- Stanford History Education Group: Cold War  
[https://sheg.stanford.edu/history-lessons?f%5B0%5D=time\\_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content](https://sheg.stanford.edu/history-lessons?f%5B0%5D=time_period%3A37&f%5B1%5D=topic%3A8#main-content#main-content)

### Chapter 28: The Civil Rights Movement

- Newsela: Civil Rights <https://newsela.com/search-beta?needle=civil+rights+movement>

- Road to Brown:  
<https://www.youtube.com/watch?v=6Upw5T06T04&t>

### Chapter 29: The Vietnam War

- Newsela: Vietnam War <https://newsela.com/search-beta?needle=Vietnam+War>

- Teaching History: Vietnam War  
<https://teachinghistory.org/search/node?keys=Vietnam%20War>

### Chapter 30: Searching for Order

- Teaching History: Richard Nixon  
<https://teachinghistory.org/search/node?keys=Nixon>

- Teaching History: Ronald Reagan  
<https://teachinghistory.org/search/node?keys=Reagan>

- Newsela

### Chapter 31: America Looks to the Future

- Newsela

- <https://teachinghistory.org/search/node?keys=george+bush>

Teaching History: Responding to Terrorism: Challenges for Democracy <https://teachinghistory.org/node/22123>

- Teaching History: Paintings about Segregation  
<https://teachinghistory.org/best-practices/examples-of-historical-thinking/25843>

- Road to Brown:  
<https://www.youtube.com/watch?v=6Upw5T06T04&t>

Chapter 29: The Vietnam War

- Newsela: Vietnam War <https://newsela.com/search-beta?needle=Vietnam+War>

- Teaching History: Vietnam War  
<https://teachinghistory.org/search/node?keys=Vietnam%20War>

- <https://teachinghistory.org/teaching-materials/english-language-learners/24143>  
<https://teachinghistory.org/teaching-materials/english-language-learners/24552>

Chapter 30: Searching for Order

- Teaching History: Richard Nixon  
<https://teachinghistory.org/search/node?keys=Nixon>

- Teaching History: Ronald Reagan  
<https://teachinghistory.org/search/node?keys=Reagan>

- Newsela

Chapter 31: America Looks to the Future

- Newsela  
<https://teachinghistory.org/search/node?keys=george+bush>

Teaching History: What Students Should Know About the War on Terrorism  
<https://teachinghistory.org/node/19706>

*Activities Ch. 27*  
*ELL - English Language Learners*  
*D- Ch. 27 see pages (848, 851, 855, 856)*  
*SN - Special Needs*  
*D- Ch. 27 see pages (859)*  
*G&T - Gifted & Talented*  
*D- Ch. 27 see pages (846, 851, 859)*

*Activities Ch. 28*  
*ELL - English Language*

**Chapter 27**

Explore the Timeline- Have students respond to the following questions. How many years elapsed between the launch of Sputnik and the formation of NASA? When was Israel established? Why were Rosenbergs executed? (Teacher Edition sec. 1, p. 841)

Collaborative Learning- Organize students into Pairs. Have students imagine they are newspaper reporters covering the International Military Tribunals in both Germany and Japan. Have each pair develop three headlines and short articles for each tribunal. Students should begin with the announcement of the tribunal, and end with the outcome of the tribunal. (Teacher Edition sec. 1, p. 845)

**Learners**  
*D- Ch. 28 see pages (879, 884)*  
**SN - Special Needs**  
*D- Ch. 28 see pages (873)*  
**G&T - Gifted & Talented**  
*D- Ch. 28 see pages (871, 883)*

**Activities Ch. 29**

**ELL - English Language Learners**  
*D- Ch. 29 see pages (903, 907, 910)*  
**SN - Special Needs**  
*D- Ch. 29 see pages (904, 906)*  
**G&T - Gifted & Talented**  
*D- Ch. 29 see pages (898, 909, 911)*

**Activities Ch. 30**

**ELL - English Language Learners**  
*D- Ch. 30 see pages (935)*  
**SN - Special Needs**  
*D- Ch. 30 see pages (938)*  
**G&T - Gifted & Talented**  
*D- Ch. 30 see pages (930, 933)*

**Activities Ch. 31**

**ELL - English Language Learners**  
*D- Ch. 31 see pages (951)*  
**SN - Special Needs**  
*D- Ch. 31 see pages (956, 962)*  
**G&T - Gifted & Talented**  
*D- Ch. 31 see pages (952, 957, 964)*

**Interpreting Maps-** View the following map of Cold World Europe, and answer the following questions. Which countries remained non-aligned during the Cold War? What is the northernmost NATO member country shown on the map? (U.S Textbook sec. 1, p. 847)

**Main Idea questions-** Have students answer the following questions. How did President Truman end the 1946 mine and railroad strikes? How did Truman advance the civil rights movement? Why do you think the president decided to issue an executive order to end segregation in the armed forces? (U.S textbook sec. 1, p. 849)

**Short response-** Have students answer the following questions. How did the GI Bill help returning soldiers? Why were people denied the GI Bill? (U.S Textbook sec. 1, p. 851)

**Main Idea questions-** Have students respond to the following three question. How did the communist gain control over Mainland China? What is the significance of the 38th parallel? Why was President Truman determined to contain fighting between Chinese and UN forces within Korea? (U.S. Textbook sec. 2 p. 853)

**Main Idea questions-** Students will answer the following questions. What is McCarthyism? Why do you think Senator Joseph McCarthy was able to accuse so many people of Communist leanings? Do you think people whose careers were ruined by Senator McCarthy's accusations should have asked the government for formal apologies or financial compensation? (Teacher Edition sec 2, p. 855)

**Reading check questions-** Have the students write a paragraph response to the following question. How was life different in the suburbs and cities? (Teacher Edition sec. 3 p.859)

Have students Analyze Information and create a graphic organizer and use it to list the benefits and challenges of suburban/urban life and culture. (Teacher Edition sec. 3 p.861)

**Chapter 28**

**Explore the Time Line-**Have students respond to the following questions. When did the Soviet Union Launch Sputnik? What organization was formed in 1966? When was President John F. Kennedy assassinated? What protest took place in 1973? (Teacher Edition sec 1. p. 867)

**Skill Analysis-** Have students read the Supreme Court decision Brown v. Board of Education and respond to the following questions. How did the ruling in Brown v. Board of Education overturn the 1896 Supreme Court ruling in Plessy v. Ferguson? How might parents of both black and white children at the time have reacted to the ruling in Brown v. Board of Education? (Teacher Edition sec 1. p. 871)

Have students imagine that it is September 1957 and they are President Eisenhower's

press secretaries. Have students write a press release announcing the president's call for federal troops to protect the nine African American students at Central High School, and Eisenhower's federalization of the Arkansas National Guard. (Teacher Edition sec.1 p. 871)

Have students work in pairs to make a poster announcing the Montgomery bus boycott and asking African Americans to unite and support the boycott. (Teacher Edition sec 1. p. 873)

Main Idea questions- Have students answer the following questions. What were two things that were unique about John F. Kennedy as President? What was the New Frontier Program? Was it a good plan for President Kennedy to go slow on civil rights in order to push other items in his domestic agenda? (Teacher Edition sec. 2, p. 877)

Primary Sources- Give students a copy of Martin Luther King Jr.'s famous "Letter From Birmingham Jail." Have students work in pairs to write a short summary or paraphrase the letter. (U.S History Textbook sec.2, p. 878)

Understanding Casual Patterns- Instruct students to use the information in the timeline on page 880 and within the section to create a cause and effect chart for each of the events shown. (Teacher Edition sec.2 p. 880)

Main Idea questions- Answer the following questions in your notebook. According to Malcolm X, what goal should African Americans work toward? Why do you think African Americans were drawn to Black Power and the Nation of Islam? (Teacher Edition sec. 2, p. 881)

## **Chapter 29**

Analyzing Visuals- Have students view the image of the Mission to the Moon and answer the following question. What were some of the challenges of landing humans on the moon? (Teacher Edition sec.1, p.897)

Collaborative Learning- Organize students into small groups. Have members of each group use online or print sources to find the names of four Kennedy family members who have been active in politics. Have group members research the political contributions of each Kennedy they have identified. (Teacher Edition sec. 1, p. 896)

Main Idea questions- Have students respond to the following questions. What two world leaders worked to prevent conflicts in the Cold War? Name the first person to be sent into space April of 1961, and his country of origin. Why did Kennedy plan for America to send a man to the moon, and not just into orbit around the earth? (Teacher Edition sec. 1, p.897)

Focus on writing- List Cold War conflicts the United States faced during the 1960s. Who was involved in each conflict? How could you explain each conflict to a television

audience? What could you show in your newscast to illustrate the conflicts? (Teacher Edition sec. 1 p.900)

Main Idea questions- Have students respond to the question in their notebooks. What strategy did General Westmoreland develop for use in Vietnam? How did Vietcong and NVA manage to keep up with U.S. escalation rates? How did the suffering of Vietnamese civilians affect the future goals of the United States? (Teacher Edition sec.2, p. 903)

Understanding Cause and Effect- Have students list the goals of the military operations in Vietnam. Then have students list the other consequences of the operation. Have students write a brief essay summarizing the operation. In their conclusions, students should assess the effectiveness of the operation? (Teacher Edition sec. 2, p. 902)

Main Idea questions- What percentage of college campuses had experienced student antiwar demonstrations by the end of 1968? Why did Johnson decide not to run for president? College students in 1968 were “baby boomers” born shortly after the end of World War II. Why do you think the generation gap was so wide? (Teacher Edition sec. 3, p. 909)

Focus on Writing- Take notes on the effects of the Vietnam War. How did it affect American politics? How did it affect American culture? How did it affect the American and Vietnamese people? How will you explain these effects to television viewers? (Teacher Edition sec. 3, p. 913)

### **Chapter 30**

Main Idea questions- Have students respond to the following questions in their notebooks- What did Nixon promise Americans when he ran for president? Who were members of the Silent Majority? Explain the difference between New Federalism and Great Society Ideas. (Teacher Edition sec. 1 p. 927)

Main Idea questions- Have students respond to the following questions in their notebooks- What job did Henry Kissinger hold prior to becoming Nixon’s senior foreign policy adviser? What is your opinion of Nixon’s tactic of improving U.S relations with China before doing so with the Soviet Union? Why was the break-in called Watergate? What effect did the Water gate scandal have on Nixon’s re-election campaign in 1972? (Teacher Edition sec 1. p. 928)

Supreme Court Decisions- Have students read United States v. Nixon and answer the following questions. How is this case an example of the checks and balances system? What do you think was the most important impact of this Supreme Court decision? (Teacher Edition sec . 1, p. 930)

Focus on Writing- Take notes on the Nixon’s domestic policy, Cold War strategy, and the Watergate scandal. What were the major events of this time period? Who were the

major Public figures involved, and what roles did they play? Which of these events and people do you find the most interesting? (Teacher edition sec. 1 p. 931)

Answer the following question. How are Title IX and affirmative action similar and different? (U.S History Textbook sec .2 p.933)

Organize students into pairs. Have students make a list of foreign policy events that occurred during the Carter presidency. Have each pair of students select one event and create a poster explaining the event and the way the president dealt with it. (Teacher Edition sec. 2 p. 935)

Focus on Writing- Have students answer the following questions- How would you describe Presidents Reagan's approach to government? What major decisions did he make during his presidency? How did these decisions influence government politics, and foreign relations? (Teacher Edition sec. 3, p. 940)

### **Chapter 31**

Interpreting Maps-Look at the map on page 51 and answer the following questions. Where did Iraqi forces invade? From Which country did Un Ground Forces attack Iraq? (U.S History Textbook sec.1, p. 951)

Reading check questions- Have students respond to the following question. How did the world change between 1989-1991?(Teacher Edition sec. 1, p. 951)

Analyzing Primary Sources- Have students read about NAFTA and answer the following question- According to Perot, how would NAFTA affect the United States? Why does Gore disagree? (Teacher editions sec . 1 p.952)

Focus on writing- Take notes on the main people in the chapter. Identify why each of these people was important in what major events was each person involved? How did he or she affect the United States? (Teacher edition sec. 1 p. 953)

Timeline Analysis- How students view the timeline on page 956 and answer the following question- How long did it take American forces to capture Saddam Hussein after the war in Iraq began? (U.S History Textbook sec 2. P.957)

Main Idea Questions- Have students answer the following questions in their notebook- How long did it take for American- led forces to drive the Taliban from power in Afghanistan? What are weapons of mass destruction? Why were Americans less united over the invasion of Iraq than they were the invasion of Afghanistan? (Teacher Edition sec. 2, p. 957)

Focus on writing- take notes on the effects of September 11, 2001, terrorist attacks. How did Americans respond to the attacks? How did the attacks change the focus on

	<p>the American people? How did they affect the presidency of George W. Bush? (Teacher Edition sec.2 p. 958)</p> <p>Analyzing Speeches- Organize students into groups and distribute copies of Reagan’s Tear Down this Wall speech. Each group will be responsible for identifying the main points in each of Reagan’s paragraphs. Then have students write a one page response to the following question. If you were the Soviet leader, would you tear down the wall? (Teacher Edition sec. 3, p. 942)</p>
<p><i>Experiences</i></p>	<p>Field trips- Students can take trips to various locations to enhance their knowledge on what they are learning.</p> <p>Newark Historical Society (Chapter 28 The Civil Rights Movement)</p> <p><a href="http://www.newarkhistorysociety.org/">http://www.newarkhistorysociety.org/</a></p> <p>The Vietnam War Memorial in Washington D.C. (Chapter 29 The Vietnam War)</p> <p><a href="https://www.nps.gov/vive/index.htm">https://www.nps.gov/vive/index.htm</a></p> <p>9/11 Memorial at Eagle Rock Reservation in West Orange, NJ. (Chapter 31) - <a href="http://www.essexcountyparks.org/parks/eagle-rock-reservation">http://www.essexcountyparks.org/parks/eagle-rock-reservation</a></p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Holt McDougal United States History</li> <li><input type="checkbox"/> Holt McDougal Guided Reading Workbook</li> <li><input type="checkbox"/> Progress Assessment Support System (with answer Key)</li> <li><input type="checkbox"/> United States History differentiated instruction</li> <li><input type="checkbox"/> <a href="http://www.beesburg.com/edtools/glossary.html">http://www.beesburg.com/edtools/glossary.html</a></li> <li><input type="checkbox"/> Documents on Race Relations in the U.S. - <a href="http://www.understandingrace.org/history/index.html">http://www.understandingrace.org/history/index.html</a></li> <li><input type="checkbox"/> Secondary Source material on American Society - <a href="http://www.historyisaweapon.com/indextrue.html#">http://www.historyisaweapon.com/indextrue.html#</a></li> <li><input type="checkbox"/> DBQs- <a href="https://sheg.stanford.edu/us">https://sheg.stanford.edu/us</a></li> <li><input type="checkbox"/> Historical videos <ul style="list-style-type: none"> <li><a href="http://www.history.com/topics/cold-war/cold-war-history/videos/cold-war">http://www.history.com/topics/cold-war/cold-war-history/videos/cold-war</a> (chapter 27)</li> <li><a href="http://www.history.com/topics/black-history/civil-rights-movement/videos">http://www.history.com/topics/black-history/civil-rights-movement/videos</a> (chapter 28)</li> <li><a href="http://www.history.com/topics/vietnam-war/vietnam-war-history/videos">http://www.history.com/topics/vietnam-war/vietnam-war-history/videos</a> (chapter 29)</li> <li><a href="http://www.history.com/topics/us-presidents/richard-m-nixon/videos">http://www.history.com/topics/us-presidents/richard-m-nixon/videos</a> (chapter 30)</li> <li><a href="http://www.history.com/topics/us-presidents/ronald-reagan/videos">http://www.history.com/topics/us-presidents/ronald-reagan/videos</a> (chapter 30)</li> <li><a href="http://www.history.com/topics/us-presidents/george-w-bush/videos">http://www.history.com/topics/us-presidents/george-w-bush/videos</a> (chapter 31)</li> </ul> </li> <li><input type="checkbox"/> Primary Source Documents - <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a></li> <li><input type="checkbox"/> Interpretation of Primary Source Documents - <a href="https://peopleshistory.us/teachers/teachers/">https://peopleshistory.us/teachers/teachers/</a></li> </ul>	

- Lesson Plans and Activities - <https://www.edhelper.com>
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- Connecting History to Today-  
[www.newsela.com](http://www.newsela.com)  
[www.readworks.com](http://www.readworks.com)  
[www.flocabulary.com](http://www.flocabulary.com)

**Amistad:**

- Chapter 27:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/emergent-modern-america>
  - NJ State Library  
[https://www.njstatelib.org/research library/new jersey resources/highlights/african american history curriculum/unit 13 postwar years/](https://www.njstatelib.org/research%20library/new%20jersey%20resources/highlights/african%20american%20history%20curriculum/unit%2013%20postwar%20years/)
- Chapter 28:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/emergent-modern-america>
  - NJ State Library  
[https://www.njstatelib.org/research library/new jersey resources/highlights/african american history curriculum/unit 14 black power era/](https://www.njstatelib.org/research%20library/new%20jersey%20resources/highlights/african%20american%20history%20curriculum/unit%2014%20black%20power%20era/)
  - PBS History Detectives <https://www.pbs.org/opb/historydetectives/educators/lessonplan/african-american-history-lunch-counter-closed/>
- Chapter 29:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/america-faces-century>
  - NJ state Library  
[https://www.njstatelib.org/research library/new jersey resources/highlights/african american history curriculum/unit 15 beyond civil rights/](https://www.njstatelib.org/research%20library/new%20jersey%20resources/highlights/african%20american%20history%20curriculum/unit%2015%20beyond%20civil%20rights/)
- Chapter 30:
  - Amistad Commission <http://www.njamistadcurriculum.net/history/unit/america-faces-century>
  - NJ state Library



<https://www.njstatelib.org/research-library/new-jersey-resources/highlights/african-american-history-curriculum/unit-15-beyond-civil-rights/>

**Holocaust:**

- United States Holocaust Memorial Museum <https://www.ushmm.org/educators/lesson-plans>
- End Genocide <http://endgenocide.org/>
- Common Sense: Finding Credible News <https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news>
- One Clip At a Time <http://www.oneclipatatime.org/paper-clips-project/>
- NJDOE: Signs of Bias in Your School <https://www.nj.gov/education/holocaust/resources/SignsofBiasinYourSchool.pdf>
- Teaching Tolerance <https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-how-words-communicate-bias>
- Nueuseumed: Bias through History <https://newseumed.org/tools/lesson-plan/bias-through-history-analyzing-historical-sources>

Suggested Time Frame:	4th Marking Period  Early Years of the Cold War-4  The Civil Rights Movement- 4-Days  The Vietnam War years- 4 days  Searching for Order- 4 days  America Looks to the Future- 4 Days
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