Social Studies Curriculum

United States History I

Honors
Course Description

The United States History I course is the first half of a two-year sequence that constitutes the heart of the History/Social Science program in the high school. It is intended to satisfy the requirements of the New Jersey law in this area and to apply to all students who do not choose an alternate United States History I or II sequence. This is a general survey course in American history. This survey follows a flexible chronology that broadly covers the panorama of our nation’s development of a period of four centuries. The major divisions of the United States History I course are: the economic, political, and religious factors in European history leading to the discovery and exploration of the New World; the settlement and growth of colonial America; the American struggle for independence from England; the creation of a unique American form of government with special emphasis on the Constitution of the United States; the development of the new nation in regard to its political, economic, and cultural growth; the Civil War and Reconstruction; and the rise of industrialism and the economic changes that transformed the nation.
# United States I Honors Social Studies

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Colonization, Revolution and Constitution (1585-1800)</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>New Nation, Expansion and Reform (1801-1861)</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Civil War and Reconstruction (1850-1877)</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>The Development of the Industrial United States and the Emergence of Modern America (1890-1930)</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 5</td>
<td>The Emergence of Modern America: World War I and Roaring Twenties (1890-1930)</td>
<td>7-9 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

## CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

## CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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<tbody>
<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong></td>
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<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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</table>
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Extra time for assigned tasks</td>
<td>● Extra Response time</td>
<td>● Precise step-by-step directions</td>
<td>● Teacher-made checklist</td>
</tr>
<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
</tr>
<tr>
<td>● Timeline with due dates for reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<td>● Communication system between home and school</td>
<td>● Mini-breaks between tasks</td>
<td>● Provide immediate feedback</td>
<td>● Visual and verbal reminders</td>
</tr>
<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Computer/whiteboard</td>
<td>● Extended time</td>
<td>● Consistent daily structured routine</td>
<td>● Individual daily planner</td>
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<tr>
<td>● Tape recorder</td>
<td>● Study guides</td>
<td>● Simple and clear classroom rules</td>
<td>● Display a written agenda</td>
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<tr>
<td>● Spell-checker</td>
<td>● Shortened tests</td>
<td>● Frequent feedback</td>
<td>● Note-taking assistance</td>
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<tr>
<td>● Audio-taped books</td>
<td>● Read directions aloud</td>
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<td>● Color code materials</td>
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</tbody>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

● Adaption of Material and Requirements
● Evaluate Vocabulary
● Elevated Text Complexity
● Additional Projects
● Independent Student Options
● Projects completed individual or with Partners
● Self Selection of Research
● Tiered/Multilevel Activities
● Learning Centers
● Individual Response Board
● Independent Book Studies
● Open-ended activities
● Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

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.

A. Civics, Government, and Human Rights

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.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.

B. Geography, People, and the Environment

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

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.

C. Economics, Innovation, and Technology

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.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.C.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.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.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.

D. History, Culture, and Perspectives
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.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.a Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
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.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.

English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Key Ideas and Details:

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:
RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Text Types and Purposes:
WHST.9-10.1 Write arguments focused on discipline-specific content.

Production and Distribution of Writing:
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
## Grade: 10th

### Unit: 5

#### 5 Weeks

**Topic: The Emergence of Modern America: World War I and Roaring Twenties (1890-1930)**

The Emergence of Modern America: World War I

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. The Emergence of Modern America: Roaring Twenties The 1920s is characterized as a time of social, economic, technological, and political change.

### NJCCCS


### CCSS

- WHST.9-10.1, RH.9-10.3, RH.9-10.5, RH.9-10.6, RH.9-10.1, RH.9-10.7, WHST.9-10.6, WHST.9-10.9

### NJDOE Student Learning Objectives

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<tr>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tr>
<td>Evaluating the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., What if the United States had not become involved in the Cuban Revolution in 1898?)</td>
<td>Political Cartoon: Create political cartoon representing a president's foreign policy.</td>
<td>Reading Like a Historian, Spanish-American War:  <a href="http://sheg.stanford.edu/spanish-american-war">http://sheg.stanford.edu/spanish-american-war</a></td>
<td>ELA: Students write a research paper on a foreign policy issue during this time period</td>
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<td>Political Cartoons:  <a href="http://sheg.stanford.edu">http://sheg.stanford.edu</a></td>
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<td>Why might President Wilson's proposal of &quot;peace without victory&quot; have appealed to all participants? Why might the participants have rejected this idea?</td>
<td>Video: watch and discuss, 1000 years of European borders change <a href="http://vimeo.com/89394659">http://vimeo.com/89394659</a></td>
<td>Video, Empires before World War I: <a href="https://www.khanacademy.org/humanities/history/euro-hist/world-war-I-tutorial/v/empires-before-world-war-i">https://www.khanacademy.org/humanities/history/euro-hist/world-war-I-tutorial/v/empires-before-world-war-i</a></td>
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<td>Why might President Wilson's proposal of &quot;peace without victory&quot; have appealed to all participants? Why might the participants have rejected this idea?</td>
<td>Reading Like a Historian, Maine Explosion: <a href="http://sheg.stanford.edu/maine-explosion">http://sheg.stanford.edu/maine-explosion</a></td>
<td>Reading Like a Historian, Maine Explosion: <a href="http://sheg.stanford.edu/maine-explosion">http://sheg.stanford.edu/maine-explosion</a></td>
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Analyze in detail the series of events (i.e., loans to allies, sinking of the Lusitania, German submarine warfare against neutral countries and the Zimmerman telegram) that moved the United States from neutrality regarding WWI to entry into the war.

**Standard:**
RH.9-10.3
6.1.12.A.7.a

| Why did the US enter WWI? |
| Which cause for World War I do you think was most damaging to the chances for peace? Why? |
| Do you think President Wilson acted responsibly during the neutrality period and later in declaring war on Germany |
| Why might President Wilson's proposal of "peace without victory" have appealed to all participants? Why might the participants have rejected this idea? |

**Review timeline:** of the Great War, and decide the event that altered its outcome.

http://www.pbs.org/greatwar/timeline/time_1917.html

**Narrative:**
Review Wilson’s Statement on Neutrality and compare this action by the current President in relation to a recent or ongoing international conflict. Write a narrative explaining the differences and train of thought from each President’s perspective.

http://www.firstworldwar.com/source/usneutrality.htm

(Example comparison) President Obama’s statement on Libya

**Reading Like a Historian, U.S. Entry into WWI:**
http://sheg.stanford.edu/us-entry-wwi

**ABC-CLIO, American Isolationism:**
http://americanhistory.abc-clio.com/Topics/Display/1187841

**Video, Alliances lead to World War I:**
https://www.khanacademy.org/humanities/history/euro-hist/world-war-i-tutorial/v/alliances-leading-to-world-war-i

**Video, Blockades, u-boats and sinking of the Lusitania:**

**ELA:** Students write a 2-3 page paper explaining the entry into the Iraq War of 2003
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Evaluate the impact on individual rights of government policies designed to promote patriotism and to protect national security during this time period and today (i.e., the Espionage Act and the Sedition Amendment). <strong>Standard:</strong> 6.1.12.A.7.b 6.3.12.D.1</td>
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<tr>
<td>Debate: Students will research, discuss, and debate issues of freedom and security in the post-9/11 world, specifically examining how the U.S. government should balance its duty to protect its citizens with those citizens' civil liberties. <strong>Class Discussion:</strong> As a class, have students examine the U.S. government's history of attempting to protect the rights of individual citizens while protecting the nation as a whole. <strong>Reading Like a Historian, Sedition in World War I:</strong> <a href="http://sheg.stanford.edu/sedition-wwi">http://sheg.stanford.edu/sedition-wwi</a> <strong>Reading Like a Historian, Palmer Raids:</strong> <a href="http://sheg.stanford.edu/marcus-garvey">http://sheg.stanford.edu/marcus-garvey</a></td>
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<td>Determine how new technologies altered the nature of World War I and influenced future technological advancement.</td>
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<tr>
<td>Journal: Students explain technological advancements over their lifetime and discuss the implications of these advancements on</td>
<td>Video. Technology in World War: <a href="https://www.khanacademy.org/humanities/history/euro-hist/world-war-i/">https://www.khanacademy.org/humanities/history/euro-hist/world-war-i/</a></td>
</tr>
<tr>
<td>Standard: 6.1.12.C.7.a</td>
<td>developments have on everyday civilian life? society</td>
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Analyze the impact (e.g., reparations, loss of land, disarmament) of the Treaty of Versailles and the League of Nations from the perspectives of different countries, citing specific text evidence and using quantitative data.

**Standard:**
- RH.9-10.1
- RH.9-10.7
- 6.1.12.A.7.c

| Several activities: The Great War and the Treat of Versailles, [http://edsitement.neh.gov/lesson-plan/great-war-evaluating-treaty-versailles](http://edsitement.neh.gov/lesson-plan/great-war-evaluating-treaty-versailles) | How did the Treaty of Versailles effect Germany? And how were these effects responsible for a continued unstable Europe? |
| Reading Like a Historian, League of Nations: [http://sheg.stanford.edu/league-of-nations](http://sheg.stanford.edu/league-of-nations) | What were the aims and motives of the victorious powers in drawing up the Treaty of Versailles? |
| Video, United States enters World War I: [https://www.khanacademy.org/humanities/history/euro-hist/american-entry-world-war-I/v/united-states-enters-world-war-i](https://www.khanacademy.org/humanities/history/euro-hist/american-entry-world-war-I/v/united-states-enters-world-war-i) | Was the Treaty a fair one? Was the German response justified? |

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<thead>
<tr>
<th>Activity</th>
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| **Analyze the push-pull factors that led to the Great Migration and increase in racial tensions, restrictive laws, repressive organizations, and violence, using quantitative or qualitative data.**  
**Standard:** RH.9-10.7  
6.1.12.C.8.a  
6.1.12.D.8.a  
6.1.12.C.7.b | What were some push-pull factors that led to African-Americans moving North in waves?  
How were these African Americans treated when they arrived North, in cities such as Harlem, Newark, Cleveland, St.Louis, etc? |
| **Several activities:** African-American Soldiers After World War I: Had Race Relations Changed?  
http://edsitement.neh.gov/lesson-plan/african-american-soldiers-after-world-war-i-had-race-relations-changed | **Reading Like a Historian, Chicago Race Riots of 1919:**  
http://sheg.stanford.edu/chicago-race-riots-1919 |
| **Music/Art:** Lesson plan, Great Migration and the Arts,  
http://www.pbs.org/theblues/classroom/defmigration.html | **ELA:** Students write a paper explaining racism or discrimination they have faced in their personal lives |
| Analyze social intolerance, xenophobia, and fear of anarchists that lead to government policies restricting immigration, advocacy, and labor organizations (e.g., Red Scare, Sacco and Vanzetti, National Origins Act of 1924).  
**Standard:** RH.9-10.1  
6.1.12.A.8.c | Were Sacco and Vanzetti guilty?  
How are contemporary issues in the US that deal with xenophobia and immigration similar or dissimilar from this time period?  
Website: Sacco and Vanzetti Poster,  
http://www1.assumption.edu/users/McClymer/his394/sacco%20and%20vanzetti/default.htm  
Website: Pew Research Center, Race and Ethnicity Public Opinion Polls  
http://www.pewresearch.org/topics/race-and-ethnicity/1 |
| **Reading Like Historian, Mexican Labor in the 1920s:**  
http://sheg.stanford.edu/mexican-labor-1920s  
**ABC-CLIO, Sacco and Vanzetti:**  
http://americanhistory.abc-clio.com/Analyze/Display/1323862 | **ELA:** Students write a paper explaining racism or discrimination they have faced in their personal lives |
<table>
<thead>
<tr>
<th>Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. <strong>Standard:</strong> 6.3.12.C.1</th>
<th>What has been the distribution of wealth in the United States over the last 30 years? How does this wealth distribution compare to the Gilded Age? <strong>Create a chart:</strong> Explaining the distribution of wealth in the United States today. Students can then create a comparative chart from a different decade and present on the similarities and differences. For example, income inequality in the 1920s compared to today. Students write an op-ed to a local newspaper on a social or economic issue.</th>
<th><strong>Reading Like a Historian, Prohibition:</strong> <a href="http://sheg.stanford.edu/prohibition">http://sheg.stanford.edu/prohibition</a></th>
<th><strong>ELA:</strong> Read and discuss The 85 Richest People In The World Have As Much Wealth As The 3.5 Billion Poorest <a href="http://www.forbes.com/sites/laurashin/2014/01/23/the-85-richest-people-in-the-world-have-as-much-wealth-as-the-3-5-billion-poorest/">http://www.forbes.com/sites/laurashin/2014/01/23/the-85-richest-people-in-the-world-have-as-much-wealth-as-the-3-5-billion-poorest/</a></th>
</tr>
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<tbody>
<tr>
<td>Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. (e.g., F. Scott Fitzgerald, Ernest Hemingway, T.S. Elliot, Eugene O’Neill, Zora Neale Hurston, Louis Armstrong, Duke Ellington, Langston Hughes, Jacob Lawrence, Romare Bearden)</td>
<td>What were some of the reasons for the Great Migration? Why was the creation of African-American art, literature, and music important? <strong>Presentation:</strong> Students create a presentation on an important figure of the Harlem Renaissance. <strong>Song:</strong> Students create a music song that explains or touches upon what life was like in Harlem during this time period</td>
<td><strong>Reading Like a Historian, Scopes Trial:</strong> <a href="http://sheg.stanford.edu/marcus-garvey">http://sheg.stanford.edu/marcus-garvey</a> <strong>ABC-CLIO, Harlem Renaissance:</strong> <a href="http://americanhistory.abc-clio.com/Topics/Display/1187238">http://americanhistory.abc-clio.com/Topics/Display/1187238</a></td>
<td><strong>Visual Arts:</strong> Lesson Plan, Visualizing Jazz Scenes of the Harlem Renaissance: <a href="http://www.pbs.org/jazz/classroom/visualize.htm">http://www.pbs.org/jazz/classroom/visualize.htm</a></td>
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<td>Demonstrate how social, cultural, and technological changes during the interwar period affected the role and status of women (e.g., radio, telephone, automobiles, streetcars, appliances, suburbs, movies, and popular magazines). <strong>Standard:</strong> WHST.9-10.6 6.1.12.C.8.b 6.1.12.C.7.b 6.1.12.B.8.a</td>
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<td>How did the advent of new technologies impact the role of women in the workplace? How do women today compare to men in terms of working conditions and pay? <strong>Narrative:</strong> Write a short creative or narrative piece (newspaper editorial, newsreel segment, time-travel episode, dramatic scene, comedy sketch, memoir segment, free verse poem, etc.) to encapsulate the range of opinion about the &quot;modern woman&quot; in the 1920s. <strong>Lesson Plan, Modern Woman:</strong> <a href="http://americainclass.org/sources/becomingmodern/modernity/text3/text3.htm">http://americainclass.org/sources/becomingmodern/modernity/text3/text3.htm</a> <strong>Technology:</strong> Create a multimedia presentation on the advent of new technologies and their impact on society (i.e. iPhone, electric cars, etc..)</td>
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<td>What arguments did protectionists make in favor of their economic policies? To what extent were Americans’ sentiments about the War a reflection of isolationist and protectionist policies? Is this similar <strong>Debate:</strong> Students debate whether isolationism and protectionism are viable policies to protect American interests <strong>Postwar Disillusionment and the Quest for Peace, 1921–1929:</strong> <strong>ABC-CLIO, US Isolationism:</strong> <a href="http://americangovernment.abc-clio.com/Analyze/Display/1296566">http://americangovernment.abc-clio.com/Analyze/Display/1296566</a> <strong>Website: American Isolationism in the 1930s</strong> <a href="https://history.state.gov">https://history.state.gov</a> <strong>ELA:</strong> Read article and discuss in class, make comparisons to Wilson’s foreign policy climate, A Speech To A Nation Weary Of War, And Wary Of The World <a href="http://www.npr.org/blogs/itsallpolitics/2014/05/29/316751444/a-speech-">http://www.npr.org/blogs/itsallpolitics/2014/05/29/316751444/a-speech-</a></td>
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Analyze the economic, social, and political factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

**Standard:** WHST.9-10.9 6.1.12.D.7.c

<table>
<thead>
<tr>
<th>Question</th>
<th>Resource</th>
<th>Answer</th>
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<td>or different from other post-war periods (i.e. Iraq and Afghanistan War)?</td>
<td><a href="http://edsitement.neh.gov/lesson-plan/postwar-disillusionment-and-quest-peace-1921-1929">http://edsitement.neh.gov/lesson-plan/postwar-disillusionment-and-quest-peace-1921-1929</a></td>
<td>to-a-nation-weary-of-war-and-wary-of-the-world</td>
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<td>Is there a correlation between the rise of authoritarian governments and economic recessions or depressions?</td>
<td>Create a Timeline: that displays events leading to authoritarian forms of government</td>
<td>Video, Initial rise of Hitler and the Nazis: <a href="https://www.khanacademy.org/humanities/history/euro-hist/hitler-nazis/v/initial-rise-of-hitler-and-the-nazis">https://www.khanacademy.org/humanities/history/euro-hist/hitler-nazis/v/initial-rise-of-hitler-and-the-nazis</a></td>
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<td>What were Karl Marx’s criticism of the Capitalist system? How did the Soviet Union apply his principles in practice?</td>
<td>Prezi: Students create a prezi on a current government that is authoritarian and present to the class</td>
<td>Video, Fascism and Mussolini: <a href="http://www.khanacademy.org/humanities/history/euro-hist/mussolini-fascism/v/fascism-and-mussolini">http://www.khanacademy.org/humanities/history/euro-hist/mussolini-fascism/v/fascism-and-mussolini</a></td>
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**ELA:** Revie Mein Kampf excerpts and discuss with class, http://www.historylearningsite.co.uk/Adolf_Hitler_Mein_Kampf.htm

**Unit 5 Vocabulary**

<table>
<thead>
<tr>
<th>Alliance System</th>
<th>Trench Warfare</th>
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<td>Imperialism</td>
<td>U-boats</td>
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<td>Liberty Bonds</td>
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<td>Militarism</td>
<td>14 Points</td>
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<td>Nationalism</td>
<td>Treaty Of Versailles</td>
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<td>Woodrow Wilson.</td>
<td>Western Front</td>
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<td>Triple Alliance</td>
<td>Propaganda</td>
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<td>Triple Entente</td>
<td>Bolshevik</td>
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<td>Lusitania</td>
<td>Doughboys</td>
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<td>Franz Ferdinand</td>
<td>Armistice Day</td>
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<td>Central Powers</td>
<td>Mobilization</td>
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<td>Espionage Act</td>
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### DBQ

**American History DQB Volume 2:**

**Prohibition: Why Did America Change its Mind?**

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### Choose 1

#### Unit Project (Suggested)

**Zora Neale Hurston** was a novelist, folklorist, anthropologist, and prominent member of the circle of writers associated with the Harlem Renaissance of the 1920s. Each year, the Zora Neale Hurston Festival of the Arts and Humanities takes place in Eatonville, Florida—the oldest incorporated black municipality in the United States and Hurston's birthplace.

One of the main purposes of the festival is to highlight Hurston's life and works. Over the years, it has become an internationally recognized event.

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#### Unit Project (Suggested)

Woodrow Wilson wanted to keep the United States out of World War I and urged Americans to remain neutral as war raged in Europe. Wilson's 1916 campaign centered on the slogan "He kept us out of war." However, by 1917, involvement in the war seemed inevitable.

Examine the documents listed below and answer the questions that follow:
Imagine you are in charge of planning a festival to honor one of Harlem's other influential artists. What would the festival itinerary look like?

To plan your festival, read one of the following biographies:

- Cab Calloway
- Louis Armstrong
- W.E.B. Du Bois
- Langston Hughes
- Duke Ellington

Now answer the following questions:

1. What types of events would best showcase this artist's contributions to the arts? Why?
2. What types of educational programs would best highlight this artist's life and works? Why?
3. What types of musical programs would best pay tribute to this artist's life and works? Why?
4. What types of theatrical programs would best highlight this artist's life and works? Why?
5. What would be the best topic for a public forum taking place at the festival? Why?
6. What would you hope attendees of your festival would learn and conclude about the Harlem Renaissance and your featured Harlem Renaissance artist?

Using the information from above, create a brochure, flyer, or Web page advertising the festival. Include an itinerary of festival programs and the public forum. Also include quotes or comments from past attendees.

Woodrow Wilson: Declaration of Neutrality (1914)

1. How does this document represent the United States' position at the beginning of World War I?
2. Wilson realizes it is natural that Americans will become "involved in the war itself in impulse and opinion if not in action." What does he mean by that? Why does he urge against becoming involved in impulse and opinion?

Woodrow Wilson: first Lusitania note to Germany (1915)

1. How does this document represent the United States' position prior to its involvement in World War I?
2. Why does Wilson view Germany's actions as a "violation of American rights"?

Woodrow Wilson: War Message to Congress (1917)

1. How does this document represent the United States' position as it became involved in World War I?
2. How has Wilson's tone changed since his 1915 note to Germany? What actions led to that change?

Using examples from the documents listed above as well as your knowledge of World War I, compose an essay evaluating the following statement:

Over the course of World War I, U.S. involvement increasingly became inevitable. Although he originally wanted to keep the United States out of war, Woodrow Wilson changed his position as a result of German actions. In the end, it was more important that the United States uphold the freedoms for which it stood.
regarding their impressions of the festival and what they learned there.
Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. [http://www.njamistadcurriculum.net/](http://www.njamistadcurriculum.net/)

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website are encouraged and approved by the district for use.