

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E Topics In U.S. History to 1877

GRADE/LEVEL: 11

<p><i>Topic #1: Discovery, Exploration, and Colonization</i></p> <p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p>

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

***National Standards in Historical Thinking
Benchmarks:***

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively

❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

OC1 Interactive Listening
 OC2 Make oral presentations
 SS1 Chronological Thinking
 SS2 Historical Comprehension
 SS3 Historical Analysis and Interpretation
 SS4 Historical Research Capabilities
 SS5 Historical Issues-Analysis and Decision-Making
 VAD/M1 Artistic Processes
 VAD/M2 Cultural Context
 VAD/M3 Communication
 VAD/M4 Aesthetic Judgment
 T1 Creativity and Innovation

T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A4 Critical Thinking (learning and self-management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ Who peopled the Americas and what were the contributions of each group?
- ◆ What were some examples of early exploration and settlement?
- ◆ What were the reasons for early migration to the New World?
- ◆ How were the first colonies formed?
- ◆ What is the significance of the Atlantic coastline and rivers in the development of colonies?
- ◆ Who were the Puritans and how did they shape colonial life in America?
- ◆ What was life like in the colonies?
- ◆ How did the triangular trade impact the economy of the colonies?
- ◆ What are the roots of slavery in Colonial America?
- ◆ What basic ideas about rights and constitutional government did Colonial Americans have?

Content Topics:

- ◆ Societies in America
- ◆ Early explorers and settlements
- ◆ Joint-stock companies
- ◆ Emergence of tobacco
- ◆ Mercantilism
- ◆ Puritans
- ◆ English colonial system
- ◆ Local government
- ◆ Magna Carta
- ◆ Mayflower Compact
- ◆ Geography of colonial America
- ◆ Colonial regions
- ◆ Key personalities in colonial America
- ◆ Ideas that influenced colonists
- ◆ Triangular Trade
- ◆ Middle Passage
- ◆ Slavery in colonial America

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will identify and examine societies in colonial America.
- ◆ The students will geographically locate early settlements.
- ◆ The students will identify the various explorers of the New World.
- ◆ The students will examine the reasons for early migration to the New World.
- ◆ The students will explain how the first colonies were formed.
- ◆ The students will discuss how the Puritans shaped colonial America.
- ◆ The students will express what life was like in the colonies

- ◆ The students will evaluate how the triangular trade impacted the economy of the colonies.
- ◆ The students will criticize the roots of slavery in America.
- ◆ The students will formulate basic ideas about rights and constitutional government of colonial Americans.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ Benchmark Assessment: Argumentative Common Assessment
- ◆ Formative and Summative Assessments
- ◆ Primary Source Critique
- ◆ Journal Précis Writing
- ◆ Era Through My Eyes Reflective Response
- ◆ Map Activities
- ◆ Class discussions and Socratic Seminars
- ◆ Response Writing
- ◆ Information Writing
- ◆ Reflective Essays

- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877

GRADE/LEVEL: 11

Topic #2: The American Revolution

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	C&G 1-1: Origins, forms, and purposes of government
C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	C&G 1-2: Sources of authority and use of power, and how they are/can be changed
C&G 3: In a democratic society, all people have certain rights and responsibilities	C&G 2-1: United States government (local, state, national)
C&G 4: People engage in political processes in a variety of ways	C&G 2-2: The democratic values and principles underlying the U.S. government
C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally	C&G 3-1: Citizens' rights and responsibilities
HP 1: History is an account of human activities that is interpretive in nature	C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities
HP 2: History is chronicle of human activities, diverse people, and the societies they form	C&G 4-1: Political systems and political processes
HP 3: The study of history helps us understand the present and shape the future	C&G 4-2: Their participation in political processes
	C&G 4-3: Their participation in civil societies
	C&G 5-1: The many ways Earth's people are interconnected
	C&G 5-2: The benefits and challenges of an interconnected world
	C&G 5-3: How the choices we make impact and are impacted by an interconnected world
	HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources
	HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships
	HP 2-1: Connect the past with the present
	HP 2-2: Chronicle events and conditions
	HP 2-3: Show understanding of how the past frames the present
	HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data

	<ul style="list-style-type: none"> ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes VAD/M2 Cultural Context VAD/M3 Communication VAD/M4 Aesthetic Judgment T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>	
<p><i>Essential Question(s):</i></p> <ul style="list-style-type: none"> ◆ How did the need to expand spheres of influence lead to the French and Indian War? ◆ What are the philosophical and historical foundations of the American Political system? ◆ What were the factors that led to the Revolutionary War? 	

- ◆ Who were the key leaders during the Revolutionary period?
- ◆ What were the major engagements of the Revolutionary period?
- ◆ What were the political, economical, and social results of the American Revolution?
- ◆ Why did the American colonists want to free themselves from Great Britain?
- ◆ What basic ideas about government did the founders put in the Declaration of Independence?

Content Topics:

- ◆ Royal Proclamation of 1763
- ◆ Colonists and England rule
- ◆ Colonists and Native Americans
- ◆ French and Indian War
- ◆ Major acts and events leading to the Revolutionary War
- ◆ Major contributors leading to the Revolutionary War
- ◆ Battles of the Revolutionary War
- ◆ Declaration of Independence
- ◆ Sovereignty

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will examine the causes of the French and Indian War.
- ◆ The students will recognize the philosophical and historical foundations of the American political system.
- ◆ The students will describe the factors that led to the American Revolution.

- ◆ The students will compare and contrast the key leaders during the Revolutionary period.
- ◆ The students will report the major engagements of the American Revolution.
- ◆ The students will define the political, economical, and social results of the American Revolution.
- ◆ The students will propose the reasons why American colonists freed themselves from Great Britain.
- ◆ The students will support the basic ideas about government that the Founding Fathers included in the Declaration of Independence.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ American Dream essay
- ◆ Historical Fiction
- ◆ Journal Précis Writing

- ◆ Map activities
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Research Paper

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E U.S. History to 1877

GRADE/LEVEL: 11

Topic #3: Confederation and Constitution

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*

- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives
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	<ul style="list-style-type: none"> ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes VAD/M2 Cultural Context VAD/M3 Communication VAD/M4 Aesthetic Judgment T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>	
<p><i>Essential Question(s):</i></p> <p>◆ How did the Americans move quickly toward unity and strength?</p>	

- ◆ What were the initial conflicts within the Confederation?
- ◆ Why did the Founding Fathers want to change the Articles of Confederation of 1781?
- ◆ Who attended the Philadelphia Convention of 1787 and what were the outcomes?
- ◆ What basic ideas about government did the state constitutions include? How did the new states protect rights?
- ◆ What were the pros and cons in developing the U.S. Constitution?
- ◆ What led to the division of the first political parties?
- ◆ What were the key elements of the U.S. Constitution?
- ◆ What were the powers granted to the executive, legislative, and judicial branches of government?
- ◆ How should U.S. presidents be elected?
- ◆ How was the Constitution used to organize the new government?
- ◆ How is power divided between the federal and state governments?
- ◆ What major precedents did George Washington and his political cabinet set forth?
- ◆ What was the impact of John Adam's presidency?
- ◆ How did Thomas Jefferson's presidency expand the executive branch of government?
- ◆ What early legal challenges are significant in America?

- ◆ How does the emergence of Nationalism impact America?
- ◆ How did the Industrial Revolution affect life in America?

Content Topics:

- ◆ Articles of Confederation
- ◆ Land ordinance of 1785
- ◆ Northwest Ordinance of 1787
- ◆ Problems with the Confederation
- ◆ Shay's Rebellion
- ◆ Founding Fathers
- ◆ Philadelphia Convention 1787
- ◆ Great Compromise
- ◆ Three-fifths Compromise
- ◆ Federalists vs. Anti-federalists
- ◆ Federalist Papers
- ◆ Virginia and New Jersey Plans
- ◆ The Constitution
- ◆ Ratification
- ◆ Bill of Rights
- ◆ Three Branches of Government
- ◆ Electoral College
- ◆ Division of powers
- ◆ Role of George Washington
- ◆ First political cabinet
- ◆ Judiciary Act of 1789
- ◆ Judicial Review
- ◆ Alexander Hamilton's economic plan
- ◆ Emergence of political parties
- ◆ Washington's Farewell Address
- ◆ John Adam's Presidency
- ◆ Thomas Jefferson's Presidency

- ◆ Marbury vs. Madison
- ◆ Louisiana Purchase
- ◆ Challenge to neutral rights
- ◆ Defending neutral rights
- ◆ War of 1812
- ◆ Emergence of factories
- ◆ Samuel Slater
- ◆ Eli Whitney
- ◆ Henry Clay and the American System
- ◆ James Monroe and the Era of Good Feelings

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will express how the Americans moved quickly toward unity and strength.
- ◆ The students will evaluate the initial conflicts within the Confederation.
- ◆ The students will question why the Founding Fathers wanted to change the Articles of Confederation of 1781.
- ◆ The students will list who attended the Philadelphia Convention of 1787 and the outcomes.
- ◆ The students will formulate the basic ideas about government that the state constitutions included and how they protected states' rights.
- ◆ The students will differentiate between the pros and cons in developing the U.S. Constitution.
- ◆ The students will explore what led to the division of the first political parties.
- ◆ The students will examine the key elements of the Constitution.

- ◆ The students will assess the powers granted to the executive, legislative, and judicial branches of government.
- ◆ The students will recognize how the U.S. presidents are elected.
- ◆ The students will formulate ideas about how the Constitution was used to organize the new government.
- ◆ The students will classify how power is divided between the federal and state governments.
- ◆ The students will examine major precedents that George Washington and his political cabinet set forth.
- ◆ The students will recognize the impact of John Adam's presidency.
- ◆ The students will translate how Thomas Jefferson's presidency expanded the executive branch of government.
- ◆ The students will depict the significance of early legal challenges in America.
- ◆ The students will indicate how the emergence of Nationalism impacted America.
- ◆ The students will recognize how the Industrial Revolution affected life in America.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources

- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Journal Précis Writing
- ◆ Map activities
- ◆ Formative and Summative Assessments
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877
GRADE/LEVEL: 11

Topic #4: The Early National Period and The Age of Jackson

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

<p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p>	<p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p>
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<ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations</p>	

SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M1 Artistic Processes
VAD/M2 Cultural Context
VAD/M3 Communication
VAD/M4 Aesthetic Judgment
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A4 Critical Thinking (learning and self-management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ What precedent does the Monroe Doctrine set forth?
- ◆ How does sectionalism become part of the political process?
- ◆ How did the election of Andrew Jackson in 1828 alter the course of American History?
- ◆ What were the major political, educational, social, and economical reforms during the Age of Jackson?
- ◆ Does the Bill of Rights protect the interests of women, slaves, and Native Americans?
- ◆ How does the culture of slavery set the stage for the turmoil in America?

- ◆ Who were the major abolitionists and what lasting impact did they leave on America during the 1800s?

Content Topics:

- ◆ Monroe Doctrine
- ◆ Missouri Compromise
- ◆ Regional Economics
- ◆ Two-Party system
- ◆ Sectionalism
- ◆ Election of 1824
- ◆ Presidency of John Quincy Adams
- ◆ Election of Andrew Jackson
- ◆ Jacksonian Democracy
- ◆ Nullification Crisis and Compromise
- ◆ Jackson and the Bank
- ◆ Jackson and the Native Americans
- ◆ Major political reforms
- ◆ Educational reforms
- ◆ Women and reform
- ◆ Slavery and Abolition reform
- ◆ Slave culture
- ◆ Slave trade and auction
- ◆ Importance of cotton
- ◆ Abolitionism
- ◆ The changing workplace (Market Revolution)

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will describe the precedent the Monroe Doctrine set forth.
- ◆ The students will argue how sectionalism became part of the political process

- ◆ The students will evaluate how the election of Andrew Jackson altered the course of American history.
- ◆ The students will define and discuss the major political, education, social, and economical reforms during the Age of Jackson.
- ◆ The students will study if the Bill of Rights protected the interests of women, slaves, and Native Americans.
- ◆ The students will recognize the major abolitionists and their lasting impact upon America.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Primary Source Analysis
- ◆ Jacksonian Reform Stations Project
- ◆ Journal Précis Writing
- ◆ Map activities
- ◆ Formative and Summative Assessments
- ◆ Class discussions and Socratic Seminars

- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877

GRADE/LEVEL: 11

Topic #5: Westward Expansion	
Graduation Expectation Outcomes: <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i> C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. C&G 3: In a democratic society, all people have certain rights and responsibilities C&G 4: People engage in political processes in a variety of ways	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i> C&G 1-1: Origins, forms, and purposes of government C&G 1-2: Sources of authority and use of power, and how they are/can be changed C&G 2-1: United States government (local, state, national) C&G 2-2: The democratic values and principles underlying the U.S. government C&G 3-1: Citizens' rights and responsibilities

<ul style="list-style-type: none"> ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<ul style="list-style-type: none"> ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making</p>	

VAD/M1 Artistic Processes (Creation/Performance)
VAD/M2 Cultural Contexts (Context/Integration)
VAD/M3 Communication
VAD/M4 Aesthetic Judgment (Perception)
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A4 Critical Thinking (learning and self-management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ How did the Market Revolution provide the need for Westward Expansion?
- ◆ What was the significance of Manifest Destiny?
- ◆ What were the major migratory movements during the mid-1800s?
- ◆ What problems were created by the growth of the U.S. during Westward Expansion?
- ◆ How did the annexation of Texas cause internal disputes?
- ◆ How did the Westward Movement create an imbalance of power between slave and free states?

Content Topics:

- ◆ Development of the Market Revolution
- ◆ Major inventors of the Market Revolution
- ◆ Leading the way West
- ◆ Manifest Destiny

- ◆ Exploring the Oregon Territory
- ◆ California and the Southwest
- ◆ Annexation of Texas
- ◆ The Mexican War
- ◆ California Gold Rush
- ◆ Effects of Westward Movement on the Native Americans

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will report how the Market Revolution provided the need for Westward Expansion.
- ◆ The students will examine the significance of Manifest Destiny.
- ◆ The students will categorize the major migratory movements during the mid-1800s.
- ◆ The students will analyze the problems created by the growth of the United States during Westward Expansion.
- ◆ The students will discuss how the annexation of Texas caused internal disputes.
- ◆ The students will interpret how the Westward Movement created an imbalance in power between slave and free states.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions Student Texts
- ◆ Power Point Presentation
- ◆ Primary Sources
- ◆ Supplementary readings

- ◆ Illustrations/Pictures
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ DBQ
- ◆ Formative and Summative Assessments
- ◆ Class Discussions and Socratic Seminars
- ◆ Group Activity
- ◆ Examination of Primary Documents
- ◆ Article/Discussion and questions
- ◆ Cooperative learning activities

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877
GRADE/LEVEL: 11

<p><i>Topic #6: The Civil War</i></p> <p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i> ❖ <i>1.2 Analyzing and evaluating information</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines</i> ❖ <i>2.1 Working cooperatively and/or independently</i> ❖ <i>2.2 Applying problem solving strategies</i> ❖ <i>2.3 Utilizing resources and time effectively</i> ❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i> ❖ <i>4.1 Reading widely and critically</i> ❖ <i>4.2 Writing clearly, concisely, and persuasively</i> ❖ <i>4.3 Speaking, listening, and interpreting effectively</i> ❖ <i>4.4 Mastering technology as a means of communication</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p>

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking
Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives

	<ul style="list-style-type: none"> ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;"> OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes (Creation/Performance) VAD/M2 Cultural Contexts (Context/Integration) VAD/M3 Communication VAD/M4 Aesthetic Judgment (Perception) T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency </p>	

T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship

T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving

A4 Critical Thinking (learning and self-management)

A3 Research (Information Tools)

A2 Communication (oral and/or written)

A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ How did early 19th century Americans disagree about the relationships between the nation and the states?
- ◆ What were the major social, political, and economical differences between the North and the South?
- ◆ What were the constitutional issues that led to the Civil War?
- ◆ What was the significance of the Dred Scott Decision?
- ◆ How did the Lincoln-Douglas debates set the stage for the election of 1860?
- ◆ How did John Brown's raid and the election of 1860 lead to the secession crisis?
- ◆ How did the Southern states believe that secession was a constitutional action?

Content Topics:

- ◆ Compromise of 1850
- ◆ Fugitive Slave Law
- ◆ Northern attitudes towards slavery
- ◆ Southern attitudes towards slavery

- ◆ Sectional differences between North and South
- ◆ Slavery and politics
- ◆ Development of political parties
- ◆ Kansas-Nebraska Acts
- ◆ Stephen A. Douglas
- ◆ Bleeding Kansas
- ◆ Popular sovereignty
- ◆ Dred Scott Case
- ◆ Background of Abraham Lincoln
- ◆ Lincoln-Douglas Debates
- ◆ John Brown Raid
- ◆ Election of 1860
- ◆ Secession Crisis

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will study the disagreements about the relationships between the nation and the states.
- ◆ The students will discuss the major social, political, and economical differences between the North and the South.
- ◆ The students will examine the constitutional issues that led to the Civil War.
- ◆ The students will indicate the significance of the Dred Scott Decision.
- ◆ The students will describe how the Lincoln-Douglas debates set the stage for the election of 1860.
- ◆ The students will distinguish how the John Brown's raid and election of 1860 led to the secession crisis.
- ◆ The students will argue the belief that secession was a constitutional action by southern states.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Student Texts
- ◆ Power Point Presentation
- ◆ Primary Sources
- ◆ Supplementary readings
- ◆ Illustrations/Pictures
- ◆ Graphic Organizers
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Formative and Summative Assessments
- ◆ Journal Précis Writing
- ◆ Class Discussions and Socratic Seminars
- ◆ Group Activity
- ◆ Examination of Primary Documents
- ◆ Article/Discussion and questions
- ◆ Cooperative learning activities
- ◆ RAFT Writing Exercise

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877

GRADE/LEVEL: 11

<p><i>Topic #7: A Nation in Distress</i></p> <p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p>

	<ul style="list-style-type: none"> ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes (Creation/Performance) VAD/M2 Cultural Contexts (Context/Integration) VAD/M3 Communication VAD/M4 Aesthetic Judgment (Perception) T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards A1 Problem Solving</p>	

A4 Critical Thinking (learning and self-management)
A3 Research (Information Tools)
A2 Communication (oral and/or written)
A5 Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ How did Abraham Lincoln struggle to preserve the Union?
- ◆ What were the advantages, disadvantages, plans, and strategies of the North and the South in fighting the Civil War?
- ◆ Why was the Civil War coined as the “first modern war”?
- ◆ Who were the major generals of the Civil War and what were their major contributions?
- ◆ What were the major battles of the Civil War and what were their outcomes?
- ◆ What is the political and symbolic significance of the Emancipation Proclamation of 1863, and its effects on African-American population in America?
- ◆ How did the Gettysburg Address become one of the most significant historical documents in American history?
- ◆ What were the terms and conditions of the surrender at Appomattox Court House?
- ◆ How did the Civil War affect the American people?
- ◆ More than a revolution, more than a Constitutional Convention, why was the Civil War a crucial test of the American nation?

Content Topics:

- ◆ Lincoln becomes President
- ◆ Fort Sumter Crisis
- ◆ The generals of the Civil War
- ◆ Union Plan toward war
- ◆ Union advantages and disadvantages in fighting the Civil War
- ◆ Confederate plan toward war
- ◆ Confederate advantages and disadvantages in fighting the Civil War
- ◆ Weaponry of the Civil War
- ◆ Major battles of the Civil War
- ◆ Emancipation Proclamation
- ◆ Gettysburg Address
- ◆ Surrender at Appomattox Court House
- ◆ Human casualties of the Civil War
- ◆ Effects of the Civil War on the American people

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will analyze Abraham Lincoln's struggle to preserve the Union.
- ◆ The students will differentiate the advantages, disadvantages, plans, and strategies of the North and South during the Civil War.
- ◆ The students will express why the Civil War was coined the "First Modern War".
- ◆ The students will compare and contrast the major generals of the Civil War and their contributions.
- ◆ The students will examine the major battles of the Civil War.

- ◆ The students will formulate the political and symbolic significance of the Emancipation Proclamation of 1863, and its effects upon the African-American population of America.
- ◆ The students will decipher how the Gettysburg Address became one of the most significant documents in American History.
- ◆ The students will list and discuss the terms and conditions of the surrender at Appomattox Court House.
- ◆ The students will explain how the Civil War affected the American people.
- ◆ The students will indicate why the Civil War was a crucial test for the United States of America.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Student texts
- ◆ *Glory*
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Supplementary texts
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Illustrations/Pictures
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Historical Debates

- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ DBQ
- ◆ Civil War Diary
- ◆ Journal Précis Writing
- ◆ Oral presentations
- ◆ Formative and Summative Assessments
- ◆ Class discussions and Socratic Seminars
- ◆ Cooperative Learning Activities
- ◆ *Glory* writing response
- ◆ Examination of Primary Documents
- ◆ Article/Discussion and questions
- ◆ Literacy-based assessments

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877
GRADE/LEVEL: 11

<i>Topic #8: Aftermath of the Civil War</i>
<i>Graduation Expectation Outcomes:</i> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>

- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives
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	<ul style="list-style-type: none"> ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes (Creation/Performance) VAD/M2 Cultural Contexts (Context/Integration) VAD/M3 Communication VAD/M4 Aesthetic Judgment (Perception) T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>	
<i>Essential Question(s):</i>	

- ◆ Why did Abraham Lincoln see the Reconstruction process as a presidential task?
- ◆ Who were the Radical Republicans and how did their influence impact the beginnings of the Reconstruction process?
- ◆ How did Abraham Lincoln's assassination affect the country?
- ◆ What was the legacy Abraham Lincoln left behind?

Content Topics:

- ◆ Re-election of Lincoln
- ◆ Lincoln's plan for Reconstruction
- ◆ Radical Republicans plan for Reconstruction
- ◆ The assassination of Lincoln and its effects upon the nation

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will calculate the reasons why Lincoln saw Reconstruction as a presidential task.
- ◆ The students will identify the Radical Republicans and examine how their influence impacted the Reconstruction process.
- ◆ The students will dramatize the effects of Lincoln's assassination upon the country.
- ◆ The students will assess the legacy Abraham Lincoln left upon the United States of America.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Student texts
- ◆ Power Point Presentations
- ◆ Primary Source Readings
- ◆ Supplementary Readings
- ◆ Illustrations/Pictures
- ◆ Graphic Organizers
- ◆ Literacy Strategies
- ◆ *Ken Burn Series*

Assessment Task(s):

- ◆ DBQ
- ◆ Journal Précis Writing
- ◆ Formative and Summative Assessments
- ◆ Class Discussions and Socratic Seminars
- ◆ Cooperative Learning Activities
- ◆ Examination of Primary Documents
- ◆ Article/discussion and questions
- ◆ Literacy-based assessments
- ◆ Reflective writing responses

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 118E Topics in U.S. History to 1877

GRADE/LEVEL: 11

Topic # 9: The New South and Last West

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

<p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p>
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<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data
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	<ul style="list-style-type: none"> ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes (Creation/Performance) VAD/M2 Cultural Contexts (Context/Integration) VAD/M3 Communication VAD/M4 Aesthetic Judgment (Perception) T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others)</p>	
<p><i>Essential Question(s):</i></p> <ul style="list-style-type: none"> ◆ What goals should the government set to reconstruct the South? ◆ What major Reconstruction legislation was passed? ◆ What is the process to impeach a President? ◆ Who peopled the post-war South and what were the contributions of each group? ◆ How did Southern whites regain political power during Reconstruction? 	

- ◆ How did African-American men win – then lose – the right to vote?
- ◆ What was the “Separate but Equal” doctrine and what was its effects?
- ◆ How radical was Reconstruction?
- ◆ Who were the people that settled in the West?
- ◆ What was the government’s policy toward Native American land?

Content Topics:

- ◆ Presidential plan for Reconstruction vs. Congressional plan for Reconstruction
- ◆ 13th and 14th Amendments
- ◆ Civil Rights Act
- ◆ Freedmen’s Bureau
- ◆ Black Codes
- ◆ Reconstruction Acts
- ◆ Impeachment of Andrew Johnson
- ◆ Reconstructing post-war South
- ◆ Southern blacks vs. Southern whites (sharecropping and tenant farming)
- ◆ Carpetbaggers and Scalawags
- ◆ Election of Ulysses S. Grant
- ◆ Credit Mobilier and Whiskey Ring
- ◆ 15th Amendment
- ◆ Collapse of Reconstruction
- ◆ Ku Klux Klan
- ◆ Election of 1876 & Compromise of 1877
- ◆ Poll tax, Literacy test, and Grandfather Clause
- ◆ Jim Crow Laws
- ◆ Plessy v. Ferguson
- ◆ People of the last frontier

- ◆ Native American wars
- ◆ Changes in federal Indian policy
- ◆ Dawes Act of 1877

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will identify and examine the goals that the government set to reconstruct the South.
- ◆ The students will evaluate the major Reconstruction legislation that was passed.
- ◆ The students will examine the process to impeach a President.
- ◆ The students will recognize who peopled the post-war South and what contributions each group made.
- ◆ The students will analyze how Southern whites regained political power during Reconstruction.
- ◆ The students will identify and evaluate how African-American men won – then lost – the right to vote.
- ◆ The students will examine the “Separate but Equal” doctrine and its effects.
- ◆ The students will determine how radical the Reconstruction Era was for the country.
- ◆ The students will identify the types of people who settled in the West.
- ◆ The students will examine government policy and its effect on the relationship with Native Americans.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions
- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Content Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Journal Précis Writing
- ◆ Map activities
- ◆ Formative and Summative Assessments
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 118E Topics in U.S. to 1877

GRADE/LEVEL: 11

Topic # 10: The Gilded Age

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	C&G 1-1: Origins, forms, and purposes of government
C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	C&G 1-2: Sources of authority and use of power, and how they are/can be changed
C&G 3: In a democratic society, all people have certain rights and responsibilities	C&G 2-1: United States government (local, state, national)
C&G 4: People engage in political processes in a variety of ways	C&G 2-2: The democratic values and principles underlying the U.S. government
C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally	C&G 3-1: Citizens' rights and responsibilities
HP 1: History is an account of human activities that is interpretive in nature	C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities
HP 2: History is chronicle of human activities, diverse people, and the societies they form	C&G 4-1: Political systems and political processes
HP 3: The study of history helps us understand the present and shape the future	C&G 4-2: Their participation in political processes
	C&G 4-3: Their participation in civil societies
	C&G 5-1: The many ways Earth's people are interconnected
	C&G 5-2: The benefits and challenges of an interconnected world
	C&G 5-3: How the choices we make impact and are impacted by an interconnected world
	HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources
	HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships
	HP 2-1: Connect the past with the present
	HP 2-2: Chronicle events and conditions
	HP 2-3: Show understanding of how the past frames the present
	HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data

	<ul style="list-style-type: none"> ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;"> OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making VAD/M1 Artistic Processes (Creation/Performance) VAD/M2 Cultural Contexts (Context/Integration) VAD/M3 Communication VAD/M4 Aesthetic Judgment (Perception) T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts </p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;"> A1 Problem Solving A4 Critical Thinking (learning and self-management) A3 Research (Information Tools) A2 Communication (oral and/or written) A5 Reflection and Evaluation (working with others) </p>	
<p><i>Essential Question(s):</i></p> <ul style="list-style-type: none"> ◆ How did inventions and developments in the 19th century change the way people worked? ◆ Were business leaders' robber barons or captains of industry? ◆ How did the growth and consolidation of railroads both benefit and corrupt the nation? 	

- ◆ What were the various management and business strategies utilized during the age of industry?
- ◆ How did the government try to regulate businesses and what was the effect of those efforts?
- ◆ How did industrial working conditions contribute to the growth of the labor movement?
- ◆ Why did the various strikes cause public resentment towards the labor union movement?
- ◆ Compare and contrast the effects the industrial age had on the U.S. capitalistic economy.
- ◆ What difficulties did immigrants face in gaining admission to the United States?
- ◆ How did immigrants deal with the social challenges they faced?
- ◆ What social problems arose from urban living?
- ◆ Why did machine politics become common in big cities in the late 19th century?

Content Topics:

- ◆ Expansion of industry (new inventions)
- ◆ Age of Railroads
- ◆ Cornelius Vanderbilt and the Railroad Industry
- ◆ Interstate Commerce Act
- ◆ Big Business and its entrepreneurs (robber baron vs. captain of industry)
- ◆ John D. Rockefeller and The Standard Oil Company
- ◆ Andrew Carnegie and Carnegie Steel Company
- ◆ J.P. Morgan and the banking industry

- ◆ Different philosophies of business
- ◆ Sherman Anti-Trust Act
- ◆ Working conditions and life of a factory worker
- ◆ Child Labor and Education
- ◆ Emergence of Labor Unions and their leaders
- ◆ Molly Maguire's
- ◆ The Great Railroad Strike of 1877
- ◆ Haymarket Square Riot
- ◆ Homestead Strike
- ◆ Pullman Strike
- ◆ Triangle Shirtwaist Factory Fire
- ◆ Immigration
- ◆ Ellis Island
- ◆ Melting Pot vs. Salad Bowl
- ◆ Urban Opportunities and Problems
- ◆ Emergence of Political Machines

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will evaluate the inventions and developments in the 19th century that changed the way people worked.
- ◆ The students will determine if business leaders were robber barons or captains of industry.
- ◆ The students will examine how the growth and consolidation of railroads both benefited and corrupted the nation.
- ◆ The students will identify and examine the various management and business strategies utilized during the age of industry.
- ◆ The students will examine how the government tried to regulate businesses and its effect on the economy.

- ◆ The students will discuss how industrial working conditions contributed to the growth of the labor movement.
- ◆ The students will evaluate how the various strikes caused public resentment towards the labor unions.
- ◆ The students will be able to compare and contrast the effects the industrial age had on the U.S. capitalistic economy.
- ◆ The students will examine the difficulties immigrants faced when gaining admission to the United States.
- ◆ The students will describe how immigrants deal with the social challenges they faced.
- ◆ The students will decipher what social problems arose from urban living.
- ◆ The students will hypothesize why machine politics became common in big cities in the late 19th century.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ Audio and Visual Equipment
- ◆ Document Based Questions

- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Journal Précis Writing
- ◆ Map activities
- ◆ Formative and Summative Assessments
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Assembly Line role play
- ◆ Family History paper
- ◆ Ellis Island board game

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

Topic #11: Progressive Era; World War I

<p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i> ❖ <i>1.2 Analyzing and evaluating information</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines</i> ❖ <i>2.1 Working cooperatively and/or independently</i> ❖ <i>2.2 Applying problem solving strategies</i> ❖ <i>2.3 Utilizing resources and time effectively</i> ❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i> ❖ <i>4.1 Reading widely and critically</i> ❖ <i>4.2 Writing clearly, concisely, and persuasively</i> ❖ <i>4.3 Speaking, listening, and interpreting effectively</i> ❖ <i>4.4 Mastering technology as a means of communication</i> 	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p>

HP 3: The study of history helps us understand the present and shape the future

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

***National Standards in Historical Thinking
Benchmarks:***

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers

	<ul style="list-style-type: none"> ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">R3 Breadth of Vocabulary R4 Initial understanding of literary texts R5/R6/R16 Analyzing literary text citing evidence R7 Understanding of information texts R8 Analysis of Informational texts R14/R15/R17 Breadth of Reading W1 Structures of language W2/W3 Response to text W4/W5 Expressive writing (narrative) W6/W7/W8 Informational writing W9 Writing conventions W10/W11 Writing process/habit of writing W14 Expressive writing (reflective essay) OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making</p>	

A1 Creation/Performance

A2 Perception

A3 Context

A4 Communication

A5 Integration

T1 Creativity and Innovation

T2 Communication and Collaboration

T3 Research and Information Fluency

T4 Critical Thinking, Problem Solving, and Decision
Making

T5 Digital Citizenship

T6 Technology Operations and Concepts

Applied Learning Standards

Problem Solving

Critical Thinking

Research

Communication (oral and/or written)

Reflection and Evaluation

Essential Question(s):

- ◆ What was the progressive idea?
- ◆ Who were the progressives and what were their contributions?
- ◆ What were the social, political, and economic reforms during the Progressive Era and what were the impacts of each?
- ◆ How did women finally gain a voice in society?
- ◆ What was the effect of Theodore Roosevelt's presidency upon the American people?
- ◆ What was the effect of William Howard Taft's presidency upon the American people?
- ◆ How did America extend its influence on other nations?

- ◆ How did the United States become interested in foreign affairs?
- ◆ What events increased the tension between the United States and Spain?
- ◆ How did Spain try to avoid war with the United States?
- ◆ What were the terms of the Treaty of Paris?
- ◆ Why was Puerto Rico important to the United States?
- ◆ How is the Panama Canal an example of the United States' controversial role in Central American Affairs?
- ◆ What was the effect of the Roosevelt Corollary and Dollar Diplomacy?
- ◆ What were the causes of WWI?
- ◆ How did WWI change the nature of warfare?
- ◆ What was Wilson's plan for peace?
- ◆ Why did Treaty of Versailles fail to lay the foundation for lasting peace?

Content Topics:

- ◆ Progressive Idea
- ◆ Muckrakers
- ◆ Social reforms
- ◆ Political reforms
- ◆ Economic reforms
- ◆ 16th, 17th, 18th and 19th amendments
- ◆ Presidencies of the Progressive Movement
- ◆ Expansionism
- ◆ Imperialism
- ◆ Annexation of Hawaii
- ◆ Causes of Spanish-American War
- ◆ Spanish-American War
- ◆ Effects of Spanish-American War

- ◆ U.S. and Latin America
- ◆ Panama Canal
- ◆ Causes of World War I
- ◆ Sinking of the Lusitania
- ◆ Zimmerman Telegram
- ◆ U.S. struggle to remain neutral
- ◆ U.S. enters the war
- ◆ America at war tips the balance – mobilization and the war at home
- ◆ Trench warfare
- ◆ Tanks
- ◆ Poisonous gas
- ◆ Wilson’s fight for peace
- ◆ 14 Point Plan
- ◆ Treaty of Versailles

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will explain the progressive idea.
- ◆ The students will discuss the progressives were and what each of their contributions were to society.
- ◆ The students will examine the social, political, and economic reforms during the Progressive Era and what the impacts of each were on society.
- ◆ The students will study how women finally gain a voice in society.
- ◆ The students will examine the effect of Theodore Roosevelt’s presidency upon the American people.
- ◆ The students will analyze the effect of William Howard Taft’s presidency upon the American people?

- ◆ The students will identify how America extended its influence on other nations.
- ◆ The students will trace how the United States became interested in foreign affairs.
- ◆ The students will decipher what events increased the tension between the United States and Spain.
- ◆ The students will explain how Spain tried to avoid war with the United States.
- ◆ The students will list the terms of the Treaty of Paris.
- ◆ The students will recognize why Puerto Rico was important to the United States.
- ◆ The students will discover how the Panama Canal is an example of the United States' controversial role in Central American Affairs.
- ◆ The students will evaluate the effect of the Roosevelt Corollary and Dollar Diplomacy.
- ◆ The students will specify the causes of WWI.
- ◆ The students will investigate how WWI changed the nature of warfare.
- ◆ The students will appraise Wilson's plan for peace.
- ◆ The students will assess why the Treaty of Versailles failed to lay the foundation for lasting peace.

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts
- ◆ Television and video equipment
- ◆ Mobile Lab

- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ Yellow Journalism Historical Analysis Critique
- ◆ Yellow Journalism Connected to Modern Day
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussion
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper

Standards – Based Instructional Unit

Subject: Subject Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<i>Topic #12: Best of Times, Worst of Times</i>	
<p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>

<p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p>	<p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p>
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National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

***National Standards in Historical Thinking
Benchmarks:***

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action

	❖ Formulate a position or course of action on an issue and evaluate decisions
<p>Grade Span Expectations</p> <p>R3 Breadth of Vocabulary</p> <p>R4 Initial understanding of literary texts</p> <p>R5/R6/R16 Analyzing literary text citing evidence</p> <p>R7 Understanding of information texts</p> <p>R8 Analysis of Informational texts</p> <p>R14/R15/R17 Breadth of Reading</p> <p>W1 Structures of language</p> <p>W2/W3 Response to text</p> <p>W4/W5 Expressive writing (narrative)</p> <p>W6/W7/W8 Informational writing</p> <p>W9 Writing conventions</p> <p>W10/W11 Writing process/habit of writing</p> <p>W14 Expressive writing (reflective essay)</p> <p>OC1 Interactive Listening</p> <p>OC2 Make oral presentations</p> <p>SS1 Chronological Thinking</p> <p>SS2 Historical Comprehension</p> <p>SS3 Historical Analysis and Interpretation</p> <p>SS4 Historical Research Capabilities</p> <p>SS5 Historical Issues-Analysis and Decision-Making</p> <p>A1 Creation/Performance</p> <p>A2 Perception</p> <p>A3 Context</p> <p>A4 Communication</p> <p>A5 Integration</p> <p>T1 Creativity and Innovation</p> <p>T2 Communication and Collaboration</p> <p>T3 Research and Information Fluency</p> <p>T4 Critical Thinking, Problem Solving, and Decision Making</p> <p>T5 Digital Citizenship</p> <p>T6 Technology Operations and Concepts</p> <p>Applied Learning Standards</p> <p>Problem Solving</p> <p>Critical Thinking</p> <p>Research</p> <p>Communication (oral and/or written)</p> <p>Reflection and Evaluation</p>	

Essential Question(s):

- ◆ What contributed to the prosperity of the 1920s?
- ◆ How did mass media and mass culture help Americans create a sense of national unity in the 1920s?
- ◆ What lasting social and cultural changes emerged for the African-Americans during the 1920s?
- ◆ What key social, economic, and technological changes aided women's new role in society?
- ◆ How did nativism create fear of communism and tension in society?
- ◆ How did criminals take advantage of prohibition?
- ◆ What were American society's general intolerances of the period?
- ◆ How did the economic trends of the 1920s cause the Great Depression?
- ◆ What were the three goals of Roosevelt's New Deal?

Content Topics:

- ◆ Prosperity of the 1920s
- ◆ Growth of new industry
- ◆ Growth of new products
- ◆ Popular Culture
- ◆ Motion pictures
- ◆ War of the Worlds
- ◆ Golden Age of Sports
- ◆ Jazz, Blues, Country and Western
- ◆ Harlem Renaissance

- ◆ Women of the '20s
- ◆ Depression of the 1920s
- ◆ Political corruption
- ◆ Red Scare
- ◆ Palmer raids
- ◆ Sacco-Vanzetti Trial
- ◆ Prohibition
- ◆ Immigration
- ◆ Resurgence of KKK
- ◆ Scottsboro Trial
- ◆ Scopes Trial
- ◆ The Great Depression
- ◆ Presidency of Franklin Delano Roosevelt
- ◆ New Deal

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will evaluate what contributed to the prosperity of the 1920s.
- ◆ The students will examine how mass media and mass culture helped Americans create a sense of national unity in the 1920s.
- ◆ The students will identify what lasting social and cultural changes emerged for the African-Americans during the 1920s.
- ◆ The students will deliberate what key social, economic, and technological changes aided women's new role in society.
- ◆ The students will scrutinize how nativism created a fear of communism and tension in society.
- ◆ The students will investigate how criminals took advantage of prohibition.

- ◆ The students will recognize American society's general intolerances of the period.
- ◆ The students will conclude how the economic trends of the 1920s caused the Great Depression.
- ◆ The students will identify and examine the three goals of Roosevelt's New Deal.

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts
- ◆ Television and video equipment
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies
- ◆ *Chicago*
- ◆ Music of the Times
- ◆ Historical Pictures
- ◆ Ken Burns' *Baseball*

Assessment Task(s):

- ◆ Historical Profile Paper
- ◆ Historical Profile CD
- ◆ Historical Profile Diorama/Action Figure
- ◆ Historical Collage
- ◆ Historical "I Am From" Poem
- ◆ Journal Précis Writing
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussion

- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper
- ◆ RAFT Activities

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

Topic #13: Devastation to America

Graduation Expectation Outcomes:

- ❖ ***1.1 Acquiring and applying knowledge within and across the curriculum***
- ❖ ***1.2 Analyzing and evaluating information***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines***
- ❖ ***2.1 Working cooperatively and/or independently***
- ❖ ***2.2 Applying problem solving strategies***
- ❖ ***2.3 Utilizing resources and time effectively***
- ❖ ***2.4 Accessing, compiling, interpreting, and presenting data and information***
- ❖ ***4.1 Reading widely and critically***
- ❖ ***4.2 Writing clearly, concisely, and persuasively***
- ❖ ***4.3 Speaking, listening, and interpreting effectively***
- ❖ ***4.4 Mastering technology as a means of communication***

<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p>

<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data
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	<ul style="list-style-type: none"> ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">R3 Breadth of Vocabulary R4 Initial understanding of literary texts R5/R6/R16 Analyzing literary text citing evidence R7 Understanding of information texts R8 Analysis of Informational texts R14/R15/R17 Breadth of Reading W1 Structures of language W2/W3 Response to text W4/W5 Expressive writing (narrative) W6/W7/W8 Informational writing W9 Writing conventions W10/W11 Writing process/habit of writing W14 Expressive writing (reflective essay) OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking SS2 Historical Comprehension SS3 Historical Analysis and Interpretation SS4 Historical Research Capabilities SS5 Historical Issues-Analysis and Decision-Making A1 Creation/Performance A2 Perception A3 Context A4 Communication A5 Integration</p> <p style="text-align: center;">T1 Creativity and Innovation T2 Communication and Collaboration T3 Research and Information Fluency T4 Critical Thinking, Problem Solving, and Decision Making T5 Digital Citizenship T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards Problem Solving Critical Thinking Research Communication (oral and/or written) Reflection and Evaluation</p>	

Essential Question(s):

- ◆ How did the diplomacy of the early New Deal affect relations with other nations?
- ◆ How did the rise of dictatorships add to the turmoil in Europe?
- ◆ How does Japan's desire to expand prompt the United States to go to war?
- ◆ Who was Adolf Hitler?
- ◆ What was the Nazi's "Final Solution" and how was that goal nearly achieved?
- ◆ What impact did the breakout of war in Europe have on United States' foreign and defense policy?
- ◆ Why did the United States enter WWII?
- ◆ How does America mobilize for war and what controversies does it create?
- ◆ Was the allied invasion of Europe successful?
- ◆ How do the prolonged battles in the Pacific convince the United States to use nuclear weapons?
- ◆ How does the outcome of WWII change the United States' role in international affairs?

Content Topics:

- ◆ Diplomacy of the early New Deal
- ◆ Rise of dictatorships
- ◆ Turmoil in Europe
- ◆ Trouble with Japan
- ◆ War in the Pacific
- ◆ Adolf Hitler and the Nazi regime
- ◆ The Holocaust
- ◆ America mobilizes for war
- ◆ Pearl Harbor
- ◆ The war at home
- ◆ Invasion of Europe
- ◆ Defeat of Germany
- ◆ Allied offensive in the Pacific
- ◆ Defeat of Japan
- ◆ Presidency of Harry S. Truman
- ◆ Atomic Bomb and its effects

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will assess diplomacy of the early New Deal and its relations with other nations.
- ◆ The students will examine how the rise of dictatorships added to the turmoil in Europe.
- ◆ The students will discover how Japan's desire to expand prompted the United States to go to war.
- ◆ The students will identify Adolf Hitler.
- ◆ The students will critique the Nazi's "Final Solution" and how that goal was nearly achieved.
- ◆ The students will describe the impact that the breakout of war in Europe had on United States' foreign and defense policy.
- ◆ The students will deliberate why did the United States entered WWII.
- ◆ The students will scrutinize how America mobilized for war and what controversies it created.
- ◆ The students will determine if the allied invasion of Europe successful.

- ◆ The students will hypothesize how the prolonged battles in the Pacific convinced the United States to use nuclear weapons.
- ◆ The students will predict how the outcome of WWII changed the United States' role in international affairs.

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Historical Debates
- ◆ Primary and Secondary Sources
- ◆ DVDs (ex. *Saving Private Ryan*, *Pearl Harbor*, etc.)

Assessment Task(s):

- ◆ Holocaust Project
- ◆ Journal Précis Writing
- ◆ History and literature reading logs
- ◆ Historical Debates
- ◆ Historical Book Review
- ◆ Historical Photo Story
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<i>Topic #14: Origins of the Cold War</i>	
<i>Graduation Expectation Outcomes:</i> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i> C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i> C&G 1-1: Origins, forms, and purposes of government C&G 1-2: Sources of authority and use of power, and how they are/can be changed

<p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p>	<p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p>
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- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

R3 Breadth of Vocabulary
R4 Initial understanding of literary texts
R5/R6/R16 Analyzing literary text citing evidence
R7 Understanding of information texts
R8 Analysis of Informational texts
R14/R15/R17 Breadth of Reading
W1 Structures of language
W2/W3 Response to text
W4/W5 Expressive writing (narrative)
W6/W7/W8 Informational writing
W9 Writing conventions
W10/W11 Writing process/habit of writing
W14 Expressive writing (reflective essay)
OC1 Interactive Listening
OC2 Make oral presentations
SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
A1 Creation/Performance
A2 Perception
A3 Context
A4 Communication
A5 Integration

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

Problem Solving
Critical Thinking
Research
Communication (oral and/or written)
Reflection and Evaluation

Essential Question(s):

- ◆ ***What was the Cold War and its purpose and affect?***

- ◆ *What was the role of the principle players?*
- ◆ *What was the Korean War and its purpose and affect?*
- ◆ *What was the final outcome of the Korean War?*
- ◆ *What was the role of the Unites States and terms of world affairs and role changes?*
- ◆ *What were the McCarthy hearings and what was the threat of communism?*
- ◆ *What was the final outcome of the McCarthy era?*

Content Topics:

- ◆ United Nations
- ◆ Harry S. Truman
- ◆ Joseph Stalin
- ◆ History of Russia
- ◆ Containment
- ◆ Truman Doctrine
- ◆ The Marshall Plan
- ◆ Berlin airlift
- ◆ NATO
- ◆ Cold War
- ◆ Communism v. Democracy
- ◆ Election of 1948
- ◆ Chiang Kai-shek
- ◆ Mao Zedong
- ◆ Taiwan
- ◆ 38th parallel
- ◆ Korean War
- ◆ General Douglas MacArthur
- ◆ Cold War at Home
- ◆ House Un-American Activities Committee

- ◆ Hollywood Ten
- ◆ Alger Hiss
- ◆ Ethel & Julius Rosenberg
- ◆ Black List
- ◆ Joseph McCarthy
- ◆ McCarthyism
- ◆ H-Bomb
- ◆ Dwight D. Eisenhower
- ◆ John Foster Dulles
- ◆ Brinkmanship
- ◆ CIA
- ◆ Warsaw Pact
- ◆ Eisenhower Doctrine
- ◆ Nikita Khrushchev
- ◆ U2 incident

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will be able to identify and analyze the global rise of nationalism and dictatorships.
- ◆ The students will understand the consistent repetition of isolationism in the United States.
- ◆ The Steps toward the Cold War will be explained and analyzed.
- ◆ The students will be able to understand the impact of the United States involvement in the Cold War.
- ◆ Students will read and discuss the impact on writers and philosophers of their time.
- ◆ Students will analyze maps, graphs, political cartoons and photographs

- ◆ Students will be able to identify what global events led to the United States involvement in Korea?
- ◆ Students will identify the causes and the effects of McCarthyism

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Primary sources
- ◆ Complimentary texts
- ◆ A History of Us: All the People: “Since 1945”
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ Literacy Instructional Strategies
- ◆ Graphic Organizers
- ◆ Television & DVD player
- ◆ LCD projector

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ History and literature reading logs
- ◆ Historical Debates
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<i>Topic #15: Rock n’ Roll: Paradox of Change</i>	
<i>Graduation Expectation Outcomes:</i> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i> C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i> C&G 1-1: Origins, forms, and purposes of government C&G 1-2: Sources of authority and use of power, and how they are/can be changed C&G 2-1: United States government (local, state, national)

<p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension 	<p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines
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<ul style="list-style-type: none"> ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<ul style="list-style-type: none"> ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">R3 Breadth of Vocabulary R4 Initial understanding of literary texts R5/R6/R16 Analyzing literary text citing evidence R7 Understanding of information texts R8 Analysis of Informational texts</p>	

R14/R15/R17 Breadth of Reading
 W1 Structures of language
 W2/W3 Response to text
 W4/W5 Expressive writing (narrative)
 W6/W7/W8 Informational writing
 W9 Writing conventions
 W10/W11 Writing process/habit of writing
 W14 Expressive writing (reflective essay)
 OC1 Interactive Listening
 OC2 Make oral presentations
 SS1 Chronological Thinking
 SS2 Historical Comprehension
 SS3 Historical Analysis and Interpretation
 SS4 Historical Research Capabilities
 SS5 Historical Issues-Analysis and Decision-Making
 A1 Creation/Performance
 A2 Perception
 A3 Context
 A4 Communication
 A5 Integration

T1 Creativity and Innovation
 T2 Communication and Collaboration
 T3 Research and Information Fluency
 T4 Critical Thinking, Problem Solving, and Decision Making
 T5 Digital Citizenship
 T6 Technology Operations and Concepts

Applied Learning Standards

Problem Solving
 Critical Thinking
 Research
 Communication (oral and/or written)
 Reflection and Evaluation

Essential Question(s):

- ◆ What was American society like in the 1950's: trends, habits, new ideas?
- ◆ What was the role of the principle players?
- ◆ What was the final outcome of the 1950's?
- ◆ How can we debate the moral questions that arose in this time period?
- ◆ How did legislation help WWII veterans?

- ◆ What are the domestic and foreign issues that concerned voters during the election of 1952?
- ◆ How did life in the suburbs provide the model for the American dream?
- ◆ How did the post war boom affect the areas of suburban growth, politics, popular culture and unequal opportunities?
- ◆ How did major cities change in the 1950s?

Content Topics:

- ◆ *GI Bill of Rights*
- ◆ *Suburbs*
- ◆ *Harry S. Truman*
- ◆ *Economic Challenges*
- ◆ *Election of 1948*
- ◆ *Dixiecrat*
- ◆ *Fair Deal*
- ◆ *Women's roles*
- ◆ *Leisure in the 1950s*
- ◆ *Medicine*
- ◆ *The Automobile Culture*
- ◆ *Election of 1952*
- ◆ *"American Dream"*
- ◆ *Conglomerate*
- ◆ *Franchise*
- ◆ *Baby boom*
- ◆ *Polio*
- ◆ *Dr. Jonas Salk*
- ◆ *Consumerism*
- ◆ *Planned Obsolescence*
- ◆ *Popular Culture*
- ◆ *Mass Media*
- ◆ *FCC*

- ◆ *Beat Movement*
- ◆ *African Americans / Racial Gap*
- ◆ *Rock 'n' Roll*
- ◆ *Television / Radio*
- ◆ *Jazz*
- ◆ *The Other America*
- ◆ *Poverty & Activism*
- ◆ *Native Americans*
- ◆ *White Flight*
- ◆ *Inner cities*
- ◆ *Urban renewal*
- ◆ *Mexican braceros*
- ◆ *Termination policy*

Student-Centered Learning Tasks and Opportunities:

- ◆ *The students will compare and contrast the American society like in the 1950's with previous decades.*
- ◆ *The students debate the moral questions that arose in this time period.*
- ◆ *The students will analyze how legislation helped WWII veterans.*
- ◆ *The students will discuss the domestic and foreign issues that concerned voters during the election of 1952.*
- ◆ *The students will evaluate how life in the suburbs provided the model for the American dream.*
- ◆ *The students will be able to list the post war boom effect the areas of suburban growth, politics, popular culture and unequal opportunities.*

- ◆ *Students will examine how major cities changed in the 1950s.*

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Primary sources
- ◆ Complimentary texts
- ◆ A History of Us: All the People: “Since 1945”
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Instructional Strategies
- ◆ Graphic Organizers
- ◆ Television, DVD & various video clips

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ Historical Music Project
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<i>Topic #16: The New Frontier and the Great Society</i>	
<i>Graduation Expectation Outcomes:</i>	
<ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	C&G 1-1: Origins, forms, and purposes of government
C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	C&G 1-2: Sources of authority and use of power, and how they are/can be changed
C&G 3: In a democratic society, all people have certain rights and responsibilities	C&G 2-1: United States government (local, state, national)
	C&G 2-2: The democratic values and principles underlying the U.S. government

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation 	<p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration
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- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

R3 Breadth of Vocabulary
 R4 Initial understanding of literary texts
 R5/R6/R16 Analyzing literary text citing evidence
 R7 Understanding of information texts
 R8 Analysis of Informational texts
 R14/R15/R17 Breadth of Reading
 W1 Structures of language
 W2/W3 Response to text

W4/W5 Expressive writing (narrative)
 W6/W7/W8 Informational writing
 W9 Writing conventions
 W10/W11 Writing process/habit of writing
 W14 Expressive writing (reflective essay)
 OC1 Interactive Listening
 OC2 Make oral presentations
 SS1 Chronological Thinking
 SS2 Historical Comprehension
 SS3 Historical Analysis and Interpretation
 SS4 Historical Research Capabilities
 SS5 Historical Issues-Analysis and Decision-Making
 A1 Creation/Performance
 A2 Perception
 A3 Context
 A4 Communication
 A5 Integration

T1 Creativity and Innovation
 T2 Communication and Collaboration
 T3 Research and Information Fluency
 T4 Critical Thinking, Problem Solving, and Decision Making
 T5 Digital Citizenship
 T6 Technology Operations and Concepts

Applied Learning Standards
 Problem Solving
 Critical Thinking
 Research
 Communication (oral and/or written)
 Reflection and Evaluation

Essential Question(s):

- ◆ How did America's response to Soviet threats allow them to develop as a military superpower?
- ◆ What factors led to Kennedy's victory over Nixon in the election of 1960?
- ◆ What were the most significant results of the Cuban Missile Crisis?
- ◆ What struggles did Kennedy have passing his New Frontier legislation?

- ◆ What international aid programs were launched during the Kennedy administration?
- ◆ How did Kennedy's assassination affect the public?
- ◆ In what ways did the Great Society programs address the problem of poverty?
- ◆ How did the courts increase the political power of the people in the urban areas and those accused of crimes?

Content Topics:

- ◆ Election Of 1960
- ◆ John F. Kennedy
- ◆ New Military policy
- ◆ Flexible response
- ◆ Crisis over Cuba
- ◆ Fidel Castro
- ◆ The Bay of Pigs
- ◆ Cuban Missile Crisis
- ◆ Crisis over Berlin
- ◆ Hot line
- ◆ Limited Test Ban Treaty
- ◆ New Frontier
- ◆ Mandate
- ◆ Peace Corps
- ◆ Alliance for Progress
- ◆ Space Race
- ◆ Kennedy's Assassination
- ◆ Warren Commission
- ◆ Lyndon Baines Johnson
- ◆ Economic Opportunity Act
- ◆ Election of 1964
- ◆ Great Society Programs

- ◆ Healthcare: Medicare & Medicaid
- ◆ Immigration Act of 1965
- ◆ Warren Court
- ◆ Reapportionment
- ◆ Mapp v. Ohio
- ◆ Gideon v. Wainwright
- ◆ Escobedo v. Illinois
- ◆ Miranda v. Arizona

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will examine the American response to Soviet threat.
- ◆ The students will list the factors that led to Kennedy's victory over Nixon in the election of 1960.
- ◆ The students will analyze the results of the Cuban Missile Crisis.
- ◆ The students will explore the New Frontier legislation.
- ◆ The students will focus on the international aid programs that were launched during the Kennedy administration.
- ◆ The students will investigate how Kennedy's assassination affected the public.
- ◆ The students will probe how the Great Society programs address the problem of poverty.
- ◆ The students will explore how the courts increased the political power of the people in the urban areas and those accused of crimes.

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies

- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Primary sources
- ◆ Complimentary texts
- ◆ A History of Us: All the People: “Since 1945”
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ LCD Projector
- ◆ Mobile Computer Lab
- ◆ Literacy Instructional Strategies
- ◆ Graphic Organizers
- ◆ Television & DVD player

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ JFK Assassination Conspiracy Reactionary Response
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

Topic #17: Civil Rights

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*

- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past
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	<ul style="list-style-type: none"> ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p>R3 Breadth of Vocabulary</p> <p>R4 Initial understanding of literary texts</p> <p>R5/R6/R16 Analyzing literary text citing evidence</p> <p>R7 Understanding of information texts</p> <p>R8 Analysis of Informational texts</p> <p>R14/R15/R17 Breadth of Reading</p> <p>W1 Structures of language</p> <p>W2/W3 Response to text</p> <p>W4/W5 Expressive writing (narrative)</p> <p>W6/W7/W8 Informational writing</p> <p>W9 Writing conventions</p> <p>W10/W11 Writing process/habit of writing</p> <p>W14 Expressive writing (reflective essay)</p> <p>OC1 Interactive Listening</p> <p>OC2 Make oral presentations</p> <p>SS1 Chronological Thinking</p> <p>SS2 Historical Comprehension</p> <p>SS3 Historical Analysis and Interpretation</p> <p>SS4 Historical Research Capabilities</p> <p>SS5 Historical Issues-Analysis and Decision-Making</p> <p>A1 Creation/Performance</p> <p>A2 Perception</p> <p>A3 Context</p> <p>A4 Communication</p> <p>A5 Integration</p> <p>T1 Creativity and Innovation</p> <p>T2 Communication and Collaboration</p> <p>T3 Research and Information Fluency</p> <p>T4 Critical Thinking, Problem Solving, and Decision Making</p> <p>T5 Digital Citizenship</p> <p>T6 Technology Operations and Concepts</p> <p style="text-align: center;">Applied Learning Standards</p> <p style="text-align: center;">Problem Solving</p> <p style="text-align: center;">Critical Thinking</p> <p style="text-align: center;">Research</p>	

Communication (oral and/or written)
Reflection and Evaluation

Essential Question(s):

- ◆ *Are all Americans entitled to the same Civil Rights?*
- ◆ *What are the risks of demanding rights?*
- ◆ *Why might some people fight against Civil Rights?*
- ◆ *What different tactics were used by Civil Rights advocates (both violent and nonviolent)?*
- ◆ *What court cases were significant to the Civil Rights movement?*
- ◆ *Who were important Civil Rights leaders and what did they argue for?*
- ◆ *What assumptions and beliefs guided the fierce opposition to the Civil Rights movement in the South?*
- ◆ *How were Civil Rights problems in Northern cities similar to those in the South?*
- ◆ *What were some of the causes of the urban rioting?*
- ◆ *Why was the public reaction to the Black Panthers mixed?*
- ◆ *What were some accomplishments of the Civil Rights Movement?*

Content Topics:

- ◆ *Plessy v. Ferguson*
- ◆ *Segregation*
- ◆ *NAACP*
- ◆ *Thurgood Marshall*
- ◆ *Brown v. Board of Education of Topeka*
- ◆ *Reaction to the Brown Decision*
- ◆ *The Montgomery Bus Boycott*
- ◆ *Rosa Parks*
- ◆ *Martin Luther King, Jr.*
- ◆ *Southern Christian Leadership Conference (SCLC)*
- ◆ *Student Nonviolent Coordinating Committee (SNCC)*
- ◆ *Sit-ins*
- ◆ *Freedom riders*
- ◆ *James Meredith*
- ◆ *Birmingham, Alabama*
- ◆ *Civil Rights Act of 1964*
- ◆ *Voting Rights*
- ◆ *Freedom Summer*
- ◆ *Frannie Lou Hamer*
- ◆ *Voting Rights Act of 1965*
- ◆ *African Americans seek greater equality*
- ◆ *De facto segregation*
- ◆ *De jure segregation*
- ◆ *Malcolm X*
- ◆ *Nation of Islam*
- ◆ *Black Power*
- ◆ *Stokely Carmichael*
- ◆ *Black Panthers*
- ◆ *King's Death*

- ◆ *Kerner Commission*
- ◆ *Civil Rights Act of 1968*
- ◆ *Affirmative Action*

Student-Centered Learning Tasks and Opportunities:

- ◆ *Students will debate whether or not all Americans are entitled to the same Civil Rights.*
- ◆ *Students will analyze the risks that are associated with the risks of demanding rights.*
- ◆ *Students will discuss the different tactics that were used by Civil Rights advocates (both violent and nonviolent).*
- ◆ *Students will examine the court cases that were significant to the Civil Rights movement.*
- ◆ *Students will research important Civil Rights leaders.*
- ◆ *Students will analyze the assumptions and beliefs that guided the fierce opposition to the Civil Rights movement in the South.*
- ◆ *Students will compare and contrast the Civil Rights problems in Northern cities to those in the South.*
- ◆ *Students will examine the causes of the urban rioting.*
- ◆ *Students will evaluate why there was mixed public reaction to the Black Panthers.*
- ◆ *Students will interpret the accomplishments of the Civil Rights Movement.*

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: “Since 1945”
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ American Dream Essay
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

Topic #18: Vietnam	
Graduation Expectation Outcomes: <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i> C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. C&G 3: In a democratic society, all people have certain rights and responsibilities	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i> C&G 1-1: Origins, forms, and purposes of government C&G 1-2: Sources of authority and use of power, and how they are/can be changed C&G 2-1: United States government (local, state, national) C&G 2-2: The democratic values and principles underlying the U.S. government C&G 3-1: Citizens' rights and responsibilities

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities 	<p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively
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❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

R3 Breadth of Vocabulary
 R4 Initial understanding of literary texts
 R5/R6/R16 Analyzing literary text citing evidence
 R7 Understanding of informational texts
 R8 Analysis of Informational texts
 R14/R15/R17 Breadth of Reading
 W1 Structures of language
 W2/W3 Response to text
 W4/W5 Expressive writing (narrative)
 W6/W7/W8 Informational writing
 W9 Writing conventions

W10/W11 Writing process/habit of writing
W14 Expressive writing (reflective essay)
OC1 Interactive Listening
OC2 Make oral presentations
SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
A1 Creation/Performance
A2 Perception
A3 Context
A4 Communication
A5 Integration

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

Problem Solving
Critical Thinking
Research
Communication (oral and/or written)
Reflection and Evaluation

Essential Question(s):

- ◆ How and why did the United States support France's Vietnam War efforts?
- ◆ How did the Tonkin Gulf Resolution lead to greater U.S. involvement in the Vietnam War?
- ◆ What differing opinions did Johnson's advisors have about Vietnam?
- ◆ Why did the U.S. forces have difficulty fighting the Vietcong?
- ◆ In what ways did the United States underestimate the Vietcong?

- ◆ What factors led to the low morale of U.S. troops?
- ◆ What concerns about American democratic society did the New Left voice?
- ◆ For what reason did the protestors oppose the Vietnam War?
- ◆ Should people who believe a war is wrong be forced to fight?
- ◆ Should people with special skills be exempt from the draft?
- ◆ How can a draft be made fair?
- ◆ What were the key issues that divided America?
- ◆ Why did American support for the war change after the Tet Offensive?
- ◆ What was the impact of the Vietnamization on the United States?
- ◆ What led to the agreement to end the war in Vietnam?
- ◆ What are the two viewpoints regarding the legacy of the Vietnam War?

Content Topics:

- ◆ American Involvement with French Indochina War
- ◆ Ho Chi Minh
- ◆ Vietminh
- ◆ Domino theory
- ◆ Dien Bien Phu
- ◆ Geneva Accords
- ◆ Ngo Dinh Diem
- ◆ Vietcong
- ◆ Ho Chi Minh Trail
- ◆ Kennedy & Vietnam
- ◆ Johnson & Vietnam
- ◆ Tonkin Gulf Resolution
- ◆ Robert McNamara
- ◆ Dean Rusk
- ◆ William Westmoreland
- ◆ Army of the Republic of Vietnam (ARVN)
- ◆ Fighting in the Jungle
- ◆ Napalm
- ◆ Agent Orange
- ◆ Search-and-destroy missions
- ◆ The War at home
- ◆ Credibility gap
- ◆ Draft
- ◆ African American involvement in Vietnam
- ◆ Women in Vietnam
- ◆ The New Left
- ◆ Students for a Democratic Society (SDS)
- ◆ Free Speech Movement
- ◆ Protest Movements

- ◆ Doves vs. Hawks
- ◆ Tet Offensive
- ◆ Clark Clifford
- ◆ Robert Kennedy
- ◆ Eugene McCarthy
- ◆ Election of 1968
- ◆ Hubert Humphrey
- ◆ George Wallace
- ◆ Richard Nixon
- ◆ Henry Kissinger
- ◆ Vietnamization
- ◆ Silent majority
- ◆ My Lai
- ◆ Kent State University
- ◆ Pentagon Papers
- ◆ End of the Vietnam War
- ◆ Legacy of the War
- ◆ War Powers Act

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will examine how and why the United States supported France's Vietnam War efforts.
- ◆ Students will research how did the Tonkin Gulf Resolution led to greater U.S. involvement in the Vietnam War.
- ◆ Students will argue the differing opinions of Johnson's advisors regarding Vietnam.
- ◆ Students will analyze why the U.S. forces had difficulty fighting the Vietcong.
- ◆ Students will discuss how the United States underestimated the Vietcong.
- ◆ Students will list the factors that led to the low morale of U.S. troops.
- ◆ Students will research different protestors and their opposition to the Vietnam War.
- ◆ Students will debate whether or not people who believe a war is wrong should be forced to fight.
- ◆ Students will express why American support for the war changed after the Tet Offensive.
- ◆ Students will evaluate the impact of the Vietnamization on the United States.
- ◆ Students will assess what led to the agreement to end the war in Vietnam.

- ◆ Students will compare the two viewpoints regarding the legacy of the Vietnam War.

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: “Since 1945”
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Historical Book Review and Presentation
- ◆ Journal Précis Writing
- ◆ 1960 Decade Project
- ◆ Protest Music Project
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<i>Topic #19: An Era of Social Change</i>	
<p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p>

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities 	<p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration
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❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

R3 Breadth of Vocabulary
 R4 Initial understanding of literary texts
 R5/R6/R16 Analyzing literary text citing evidence
 R7 Understanding of information texts
 R8 Analysis of Informational texts
 R14/R15/R17 Breadth of Reading
 W1 Structures of language
 W2/W3 Response to text
 W4/W5 Expressive writing (narrative)

W6/W7/W8 Informational writing
 W9 Writing conventions
 W10/W11 Writing process/habit of writing
 W14 Expressive writing (reflective essay)
 OC1 Interactive Listening
 OC2 Make oral presentations
 SS1 Chronological Thinking
 SS2 Historical Comprehension
 SS3 Historical Analysis and Interpretation
 SS4 Historical Research Capabilities
 SS5 Historical Issues-Analysis and Decision-Making
 A1 Creation/Performance
 A2 Perception
 A3 Context
 A4 Communication
 A5 Integration

 T1 Creativity and Innovation
 T2 Communication and Collaboration
 T3 Research and Information Fluency
 T4 Critical Thinking, Problem Solving, and Decision Making
 T5 Digital Citizenship
 T6 Technology Operations and Concepts

Applied Learning Standards
 Problem Solving
 Critical Thinking
 Research
 Communication (oral and/or written)
 Reflection and Evaluation

Essential Question(s):

- ◆ What problems did Latino immigrants and Native Americans face in the 1960s?
- ◆ Why did Native Americans resist assimilation?
- ◆ What tactics were used to gain equal rights?
- ◆ What effects did the Civil Rights and anti-war movements have on many women?
- ◆ What prompted women to establish NOW?
- ◆ What sort of gains did the women's movement make by the early 1970s?
- ◆ What did Rock 'n' Roll symbolize for American youth?

- ◆ Why were conservatives angry about the counterculture that emerged in the 1960s?

Content Topics:

- ◆ Latinos & Native Americans Struggle for Equality
- ◆ United Farm Workers Organizing Committee (UFWOC)
- ◆ La Raza Unida
- ◆ American Indian Movement (AIM)
- ◆ Reynolds v. Sims
- ◆ Women's Fight for Equality
- ◆ Betty Friedan
- ◆ Feminism
- ◆ National Organization for Women (NOW)
- ◆ Gloria Steinem
- ◆ Roe v. Wade
- ◆ Equal Rights Amendment
- ◆ Phyllis Schlafly
- ◆ Culture & Counterculture
- ◆ Hippie Culture
- ◆ Haight-Ashbury
- ◆ Art
- ◆ Rock Music: the Beatles, Woodstock
- ◆ Conservative Response

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will summarize the problems that Latino immigrants and Native Americans faced in the 1960s.

- ◆ Students will discuss how and why the Native Americans resisted assimilation.
- ◆ Students will evaluate the tactics that were used to gain equal rights in the 1960s.
- ◆ Students will analyze effects that the Civil Rights and anti-war movements had on many women.
- ◆ Students will determine how the gains that the women's movement made by the early 1970s impacted women.
- ◆ Students will demonstrate what Rock 'n' Roll symbolized for American youth.
- ◆ Students will analyze the impact of the conservatives regarding the counterculture that emerged in the 1960s.

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ Decades Project
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<p><i>Topic #20: The Stalelated Seventies & The Conservative Eighties</i></p> <p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p>

<p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps
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	<ul style="list-style-type: none"> ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions
<p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">R3 Breadth of Vocabulary R4 Initial understanding of literary texts R5/R6/R16 Analyzing literary text citing evidence R7 Understanding of information texts R8 Analysis of Informational texts R14/R15/R17 Breadth of Reading W1 Structures of language W2/W3 Response to text W4/W5 Expressive writing (narrative) W6/W7/W8 Informational writing W9 Writing conventions W10/W11 Writing process/habit of writing W14 Expressive writing (reflective essay) OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking</p>	

SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
A1 Creation/Performance
A2 Perception
A3 Context
A4 Communication
A5 Integration

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

Problem Solving
Critical Thinking
Research
Communication (oral and/or written)
Reflection and Evaluation

Essential Question(s):

- ◆ What are the powers granted to the president?
- ◆ What systems exist to protect against the abuse of power?
- ◆ How can a president lose or restore the nations trust?
- ◆ What was the goal of Nixon's New Federalism?
- ◆ In what ways did Nixon both strengthen and weaken the Federal Programs?
- ◆ What factors brought on the country's economic problems in the late 1960s and early 1970s?
- ◆ What is meant by "imperial presidency"?

- ◆ What steps did the White House take to cover up the involvement in the Watergate break in?
- ◆ Why was Ford's call for voluntary actions to help the economy unsuccessful?
- ◆ What factors played a role in America's economic stagnation?
- ◆ What led to the collapse of détente with the Soviet Union?
- ◆ What was the significance of the Camp David Accords?
- ◆ What were the important court cases of this time period and how did they relate to the 14th amendment?
- ◆ What were the environmental actions taken during the Nixon administration?
- ◆ How did the Three Mile Island incident affect the use of nuclear power in America?
- ◆ What were the main concerns of the Moral Majority?
- ◆ What factors led to Reagan's victory in 1980 & 1984?
- ◆ What are the main ideas of supply-side economics?
- ◆ What are the effects of Reaganomics?
- ◆ What factors led to Bush's victory in 1988?
- ◆ What social issues emerged during the 1980s?
- ◆ What equal rights struggles did women, Native Americans, & African Americans face in the 1980s?
- ◆ What signs signaled that the Cold War had come to an end?
- ◆ What led to the conflicts in the Middle East?

Content Topics:

- ◆ Richard M. Nixon
- ◆ New Federalism
- ◆ Revenue Sharing
- ◆ Family Assistance Plan (FAP)
- ◆ Southern Strategy
- ◆ Stagflation
- ◆ OPEC
- ◆ Realpolitik
- ◆ Détente
- ◆ SALT I Treaty
- ◆ Watergate Scandal
- ◆ Impeachment
- ◆ H.R. Haldeman
- ◆ John Ehrlichman
- ◆ John Mitchell
- ◆ Committee to Re-elect the President
- ◆ John Sirica
- ◆ Saturday Night Massacre
- ◆ Gerald R. Ford
- ◆ Jimmy Carter
- ◆ National Energy Act
- ◆ Human Rights
- ◆ Camp David Accords
- ◆ Ayatollah Ruhollah Khomeini
- ◆ Regents of the University of California vs. Bakke
- ◆ Environmentalism
- ◆ Rachel Carson
- ◆ Earth Day
- ◆ Environmentalist
- ◆ Environmental Protection Agency (EPA)

- ◆ Three Mile Island
- ◆ Entitlement Program
- ◆ New Right
- ◆ Affirmative Action
- ◆ Reverse Discrimination
- ◆ Conservative Coalition
- ◆ Moral Majority
- ◆ Ronald Reagan
- ◆ Election of 1980
- ◆ Reaganomics
- ◆ Supply – Side Economics
- ◆ Strategic Defense Initiative
- ◆ Sandra Day O’Connor
- ◆ Deregulation
- ◆ Election of 1984
- ◆ Geraldine Ferraro
- ◆ George Bush
- ◆ Health Issue: AIDS (Acquired Immune Deficiency Syndrome, Abortion, Drug Use)
- ◆ Pay equity
- ◆ L. Douglas Wilder
- ◆ Jesse Jackson
- ◆ Mikhail Gorbachev
- ◆ Intermediate- Range Nuclear Forces Treaty
- ◆ Tiananmen Square
- ◆ Nicaragua (Contras & Sandinistas)
- ◆ Grenada
- ◆ Panama
- ◆ Iran-Contra Scandal
- ◆ Persian Gulf War
- ◆ Operation Desert Storm

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will explore the powers and abuse of power of the president in the context of Nixon's presidency and impeachment.
- ◆ Students will examine the goal of Nixon's New Federalism policy and its strengths and weaknesses.
- ◆ Students will diagram the country's economic problems in the late 1960s and early 1970s.
- ◆ Students will research the Watergate Scandal.
- ◆ Students will evaluate the factors played a role in America's economic stagnation.
- ◆ Students will identify the issues that led to the collapse of détente with the Soviet Union and the significance of the Camp David Accords.
- ◆ Students will investigate the important court cases of this time period and how they relate to the 14th amendment.
- ◆ Students will compare the environmental actions taken during the Nixon administration.
- ◆ Students will examine the Elections of 1980, 1984 and 1988.
- ◆ Students will differentiate between supply side economics and Reaganomics and discuss the effects of both.
- ◆ Students will evaluate the social issues that emerged during the 1980s.
- ◆ Students will compare the equal rights struggles of women, Native Americans, & African Americans during the 1980s.
- ◆ Students will specify what signaled that the Cold War had come to an end.
- ◆ Students will analyze what led to the conflicts in the Middle East?

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers

- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ Decades Project
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: Honors American History 202 (1877 to Present)

GRADE/LEVEL: 11

<i>Topic #21: The Passage to a New Century</i>	
<p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p>

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities 	<p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration
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❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

R3 Breadth of Vocabulary
 R4 Initial understanding of literary texts
 R5/R6/R16 Analyzing literary text citing evidence
 R7 Understanding of information texts
 R8 Analysis of Informational texts
 R14/R15/R17 Breadth of Reading
 W1 Structures of language
 W2/W3 Response to text
 W4/W5 Expressive writing (narrative)
 W6/W7/W8 Informational writing

W9 Writing conventions
 W10/W11 Writing process/habit of writing
 W14 Expressive writing (reflective essay)
 OC1 Interactive Listening
 OC2 Make oral presentations
 SS1 Chronological Thinking
 SS2 Historical Comprehension
 SS3 Historical Analysis and Interpretation
 SS4 Historical Research Capabilities
 SS5 Historical Issues-Analysis and Decision-Making
 A1 Creation/Performance
 A2 Perception
 A3 Context
 A4 Communication
 A5 Integration

T1 Creativity and Innovation
 T2 Communication and Collaboration
 T3 Research and Information Fluency
 T4 Critical Thinking, Problem Solving, and Decision Making
 T5 Digital Citizenship
 T6 Technology Operations and Concepts

Applied Learning Standards
 Problem Solving
 Critical Thinking
 Research
 Communication (oral and/or written)
 Reflection and Evaluation

Essential Question(s):

- ◆ What makes nations increasingly dependent on one another?
- ◆ How does technology affect society worldwide?
- ◆ What are the ways to foster cooperation among nations?
- ◆ What acts of terrorism targeted Americans in the decade preceding 2001?
- ◆ What were some of the provisions of the Contract of America?

- ◆ What factors contributed most to Clinton's reelection?
- ◆ What led to chaos and confusion on the election night of the election of 2000?
- ◆ How did the election of 2000 highlight both the weaknesses and strengths of America's election process?
- ◆ What major changes occurred to the economy during the Clinton administration?
- ◆ What are some of the effects of NAFTA and GATT?
- ◆ What technological advancements occurred and how did this change the way Americans lived and worked?
- ◆ How are current arguments against immigration similar to those in the past?
- ◆ How did the United States extend democratic ideals to other nations?
- ◆ Should new laws restrict or expand immigration?
- ◆ Will tougher gun control laws reduce the incidence of crime?
- ◆ How can a country guarantee equal education for all?
- ◆ How should medical coverage for the uninsured be funded?
- ◆ Who has the responsibility for helping the poor?
- ◆ How can social security be reformed so it will have enough money to pay retirees?
- ◆ Will the American workplace grant men and women equal opportunities?
- ◆ What is the impact on American life post September 11th?

Content Topics:

- ◆ William Jefferson Clinton
- ◆ Election of 1992
- ◆ H. Ross Perot
- ◆ Hillary Rodham Clinton
- ◆ Health Care Reform
- ◆ Columbine High School
- ◆ World Trade Center
- ◆ September 11, 2001
- ◆ North American Free Trade Agreement (NAFTA)
- ◆ World Trade Organization (WTO)
- ◆ Newt Gingrich
- ◆ Contract with America
- ◆ Election of 1996
- ◆ Clinton's Impeachment
- ◆ Kenneth Starr
- ◆ Al Gore
- ◆ George W. Bush
- ◆ Election of 2000
- ◆ Service Sector
- ◆ Bill Gates
- ◆ NASDAQ
- ◆ Dotcoms & the world wide web
- ◆ General Agreement on Tariffs and Trade (GATT)
- ◆ Technology & Modern Life
- ◆ Internet
- ◆ Telecommute
- ◆ Information superhighway
- ◆ Genetic engineering
- ◆ Space exploration
- ◆ Gentrification

- ◆ Proposition 187
- ◆ Promoting Democracy
- ◆ Immigration Debate
- ◆ Crime & Public Safety
- ◆ Issues in Education
- ◆ Poverty
- ◆ Social Security
- ◆ Women in the Workforce
- ◆ Conservation
- ◆ The War on Terrorism
- ◆ Iraq

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will analyze makes nations increasingly dependent on one another.
- ◆ Students will assess how technology affects society worldwide.
- ◆ Students will debate ways to foster cooperation among nations.
- ◆ Students will explain the acts of terrorism that targeted Americans in the decade preceding 2001.
- ◆ Students will analyze the provisions of the Contract of America.
- ◆ Students will be able to list the factors that contributed most to Clinton's reelection.
- ◆ Students will interpret the events that led to chaos and confusion on the election night of the election of 2000.
- ◆ Students will compare and contrast how the election of 2000 highlights both the weaknesses and strengths of America's election process.
- ◆ Students will analyze the changes that occurred to the economy during the Clinton administration.
- ◆ Students will discuss the effects of NAFTA and GATT.
- ◆ Students will research the technological advancements that occurred and connect how these changes affected the way Americans lived and worked.
- ◆ Students will compare and contrast the current arguments against immigration with those in the past.
- ◆ Students will interpret how the United States extended democratic ideals to other nations.
- ◆ Should new laws restrict or expand immigration?
- ◆ Students will debate if tougher gun control laws will reduce the incidence of crime.
- ◆ Students will predict how a country can guarantee equal education for all.
- ◆ Students will decide how medical coverage for the uninsured should be funded.

- ◆ Students will create a plan for who has the responsibility for helping the poor.
- ◆ Students will recommend how social security can be reformed so it will have enough money to pay retirees.
- ◆ Students will evaluate how the American workplace grants men and women equal opportunities.
- ◆ Students will explore the impact of American life post September 11th.

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Journal Précis Writing
- ◆ Decades Project
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussion

