

# GRADE EIGHT: GROWTH OF INDUSTRY

**GEOGRAPHY 6.6**

**SOCIAL STUDIES SKILLS 6.1**

**UNITED STATES AND  
NEW JERSEY HISTORY 6.4**



**CITIZENSHIP 6.2**

**GOVERNMENT 6.2**

**ECONOMICS**

## AMERICA: HISTORY OF OUR NATION

## Social Studies Skills: 6.1

\*Social Studies Skills need to be used throughout the study of the units and across the curriculum.

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read political cartoons</li> <li><input type="checkbox"/> Read Primary and Secondary Sources</li> <li><input type="checkbox"/> Distinguish Fact/Opinion</li> <li><input type="checkbox"/> Summarize passages</li> <li><input type="checkbox"/> Make inferences</li> <li><input type="checkbox"/> Make judgments on content – especially Internet materials</li> <li><input type="checkbox"/> Main Idea and Details</li> <li><input type="checkbox"/> Draw Conclusions</li> <li><input type="checkbox"/> Predictions</li> <li><input type="checkbox"/> Make generalizations based on multiple sources of information</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Sequence: Past, Present, Future; 1st, 2<sup>nd</sup>, 3<sup>rd</sup>; First, Next, Last</li> <li><input type="checkbox"/> Read Biographies</li> <li><input type="checkbox"/> <b>Venn Diagram:</b> Compare and contrast Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take Notes using note cards: One main idea with two or three supporting details per paragraph</li>   <li><input type="checkbox"/> Make an outline               <ul style="list-style-type: none"> <li>Topic</li> <li>I                   <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> <li>C.</li> </ul> </li> <li>II</li> </ul> </li> </ul> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">* Use the software program Inspiration to help with learning outlines skills</div> <ul style="list-style-type: none"> <li>Topic Books – final project presented using technology tools</li> <li><input type="checkbox"/> Friendly Letter</li> <li><input type="checkbox"/> Letter to the Editor</li> <li><input type="checkbox"/> Pen Pals - electronic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critique an historical speech</li> <li><input type="checkbox"/> Retell historical stories</li> <li><input type="checkbox"/> Choral Reading – historical poems</li> <li><input type="checkbox"/> Recite poems on historical topics</li> <li><input type="checkbox"/> Dramatize historical events</li> <li><input type="checkbox"/> Opinion Speech</li> <li><input type="checkbox"/> Describe photographs</li> <li><input type="checkbox"/> Three minute oral presentation on a given topic</li> <li><input type="checkbox"/> Prepare an eye-witness account of an historical event – You Were There</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Map title</li> <li><input type="checkbox"/> Map keys</li> <li><input type="checkbox"/> Map ledged</li> <li><input type="checkbox"/> Picture maps</li> <li><input type="checkbox"/> Map of the 50 States</li> <li><input type="checkbox"/> Map of North America</li> <li><input type="checkbox"/> Map of the World</li> <li><input type="checkbox"/> Topographical map</li> <li><input type="checkbox"/> Distribution map</li> <li><input type="checkbox"/> Map Projections</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> History Map</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> Locator Map</li> <li><input type="checkbox"/> Landform Map</li> <li><input type="checkbox"/> Hemispheres</li> <li><input type="checkbox"/> Latitude</li> <li><input type="checkbox"/> Longitude</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture graphs</li> <li><input type="checkbox"/> Bar graphs</li> <li><input type="checkbox"/> Double Bar Graph</li> <li><input type="checkbox"/> Climograph</li> <li><input type="checkbox"/> Cartogram</li> <li><input type="checkbox"/> Flow chart</li> <li><input type="checkbox"/> Pie Chart</li> <li><input type="checkbox"/> Line Graph</li> <li><input type="checkbox"/> KWL Charts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read temperatures – Fahrenheit, Celsius</li> <li><input type="checkbox"/> Two level Timelines - parallel</li> <li><input type="checkbox"/> Diagrams</li> </ul>

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Classify/Categorize</li> <li><input type="checkbox"/> Read <b>biographies</b></li> <li><input type="checkbox"/> Read <b>historical fiction</b></li> <li><input type="checkbox"/> Read poems on historical topic</li> <li><input type="checkbox"/> Read illustrations</li> <li><input type="checkbox"/> Vocabulary <b>Word Walls</b> for social studies</li> <li><input type="checkbox"/> Internet sites – materials, activities</li> <li><input type="checkbox"/> Electronic Atlas</li> <li><input type="checkbox"/> Electronic Encyclopedia</li> <li><input type="checkbox"/> <b>Almanac</b></li> <li><input type="checkbox"/> <b>Gazetteer</b> *Geographical dictionary</li> <li><input type="checkbox"/> Glossary</li> <li><input type="checkbox"/> Index</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a news report using the 5 Ws: Who, what, when, where, why</li> <li><input type="checkbox"/> Personal Glossary - alphabetical order</li> <li><input type="checkbox"/> Write <b>eight</b> sentence paragraphs</li> <li><input type="checkbox"/> Write a summary based on an article</li> <li><input type="checkbox"/> Write an informational essay</li> <li><input type="checkbox"/> Write narrative accounts</li> <li><input type="checkbox"/> Write persuasive letters</li> <li><input type="checkbox"/> Write <b>descriptive</b> paragraphs – eight sentences on a given topic</li> <li><input type="checkbox"/> Journal and Diary Writing</li> <li><input type="checkbox"/> Write questions for <b>interviews</b></li> <li><input type="checkbox"/> Write questions for <b>surveys</b></li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Prime Meridian</li> <li><input type="checkbox"/> North Pole</li> <li><input type="checkbox"/> South Pole</li> <li><input type="checkbox"/> Equator</li> <li><input type="checkbox"/> Elevation Map</li> <li><input type="checkbox"/> Inset Map</li> <li><input type="checkbox"/> Inset Map</li> <li><input type="checkbox"/> Time Zone Map</li> <li><input type="checkbox"/> Precipitation Map</li> <li><input type="checkbox"/> Climate Map</li> <li><input type="checkbox"/> Transportation Map</li> <li><input type="checkbox"/> Population Map</li> <li><input type="checkbox"/> Scale and Distance Maps</li> <li><input type="checkbox"/> Small scale maps</li> <li><input type="checkbox"/> Trace routes</li> </ul>		

## Unit One: The West is Transformed (1860 – 1896)

### Essential Message to Grade Eight Social Studies Teachers

The purpose of Social Studies instruction in the elementary grades is to lay the *foundation* for a clear and awesome understanding of *America's stories and historical turning points*.

In Grades **4** and **5** the students learned the stories of the **Native Americans**. The students in Grade 4 studied the Native Americans of the east coast. The students in Grade Five learned about the Native Americans across the country – in each of our geographical regions.

In Grades **4** and **5** the students learned the stories of the **early explorers**. The students in Grade 4 studied the explorers of the east coast. The students in Grade 5 learned about the explorers across the country – in each of our geographical regions.

In Grade **7** students picked up the story with a deeper look at Colonial Times and end the year with not just the Civil War but with the Reconstruction of America.

Hence, your task is to take up the story starting with the **Growth of Industry** post Reconstruction. Enjoy the story.



**Slavery is Abolished**

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the growth of big business affect the development of the West?*


- How did mining and railroads draw people to the West?
- What were the consequences of the conflict between the Native Americans and white settlers?
- What factors led to the boom and bust in the cattle industry?
- How did farmers on the Plains struggle to make a living?



**Railroads were built across the country**

## Unit One: The West is Transformed (1860 – 1896)

Outcomes	Vocabulary	Resources
<p><b><u>Focus 1: Railroads and Mining Industry</u></b> <b><u>6.4 6.5 6.6</u></b></p> <p>Assess how the discovery of gold and silver affected the West Describe life in the western mining towns Summarize how railroads spread and helped the West develop</p>	<p>Vigilante Subsidy Transcontinental Railroad</p> <p>Boom and Bust Comstock Lode Frontier Justice Colorado Dakota Nevada Whites Mexican Americans African Americans Immigrants</p> <hr/> <p>Travois Tepee Reservation Sitting Bull</p> <p>People of the Plains Fort Laramie Treaty Sand Creek Massacre Buffalo Soldiers Sioux, Cheyenne, Navajos, Apaches Col. George A. Custer Dawes Act</p>	<p>It is expected that Social Studies in the middle grades be taught through an <b>abundance</b> of literature: <b><u>Fiction, non-fiction and poetry.</u></b></p> <p>Social Studies should be <b><u>integrated</u></b> into the reading classes, science and religion classes</p> <p>It is expected that Social Studies be taught by the use of <b><u>interviews, site visits, software, music and art.</u></b></p> <p>It is expected that Social Studies is taught by using some of the vast resources on the <b><u>Internet</u></b></p> <p>It is expected that Social Studies is taught by the use of <i>individual</i> <b><u>and small group project, Webquests...</u></b></p> <p><b><u>Textbooks</u></b> *Prentice: <u>History of Our Nation</u> Reconstruction to Present - 2009</p> <p>Holt: <u>United States History Reconstruction</u> to Present - 2009</p>
<p><b><u>Focus 2: Native Americans and the Settlers</u></b> <b><u>6.4 6.5 6.6</u></b></p> <p>Assess the importance of buffalo to Native Americans of the Plains Explain how Native Americans and settlers came into conflict Summarize the struggles of Native American groups to maintain their traditional ways of life Explain why Congress passed the Dawes Act of 1887</p>		

Outcomes	Vocabulary	Resources
<p><b><u>Focus 3: Cattle Country</u></b> <b><u>6.4 6.5</u></b></p> <p>Trace the rise of the cattle industry Describe the life of a cowhand on the trail Categorize the myths of the Wild West Assess the reasons behind the end of the cattle boom</p> <p><b><u>Focus 4: Farming Industry</u></b> <b><u>6.6</u></b></p> <p>Assess the rise on farming on the Great Plains Describe how people adapted to life on the Plains Summarize the results of the Oklahoma Land Rush Categorize and explain the reasons farmers of the Plains organized to seek reform in the farming industry</p>	<p>Open range Cattle drive Vaquero Cow town Cattle kingdom Open range Kansas, Missouri, Wyoming Long drive Wild West Texas Longhorn</p> <hr/> <p>Homesteader Sodbuster Boomers and Sooners Grange Farm cooperative Inflation William Jennings Bryan</p> <p>Homestead Act Exodusters Spanish Southwest Wheat and Grain National Grange Populist Party Mary Elizabeth Lease William Jennings Bryan – Great Commoner William McKinley - Republican</p>	<p><b>Webquests</b></p> <p><b><u>What is a Webquest?</u></b> An inquiry-oriented activity in which most or all of the information used by students is online. Webquests give links necessary to complete the project</p> <p><b>BUILDING BLOCKS OF A WEBQUEST</b></p> <p>Introduction Task Process Resources Evaluation Conclusion: For a full explanation of Webquests for elementary students. Read from the ‘father of the webquest’ what exactly they are all about.</p> <p><a href="http://webquest.sdsu.edu/about_webquests.html">Bernie Dodge</a>, San Diego State University <a href="http://webquest.sdsu.edu/about_webquests.html">http://webquest.sdsu.edu/about_webquests.html</a></p>  <p><b>Artist: Frederic Remington</b> <b>“Cold Morning on the Range</b></p>

## Unit Two: Industry and Urban Growth

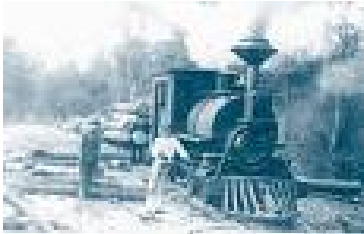
**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did industrialization increase the speed of change?*

- What conditions spurred the growth of industry?
- How did Big Business change the workplace and give rise to labor unions?
- What were the causes and effects of the rapid growth of cities?
- How was the experience of immigrants both positive and negative?
- What were the causes and effects of an expanded educational system?



**Immigrants take the Railroads**

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Industrial Revolution Returns</u></b> <b><u>6.5</u></b></p> <p>Chart the growth of industry after the Civil War and explain the reasons for this growth Assess the inventions post Civil War that changed the way Americans lived Describe the advances that revolutionized transportation</p>  <p>Steam Engines in 1800's</p> <p><b><u>Focus 2: Organized Labor and Big Business</u></b> <b><u>6.4</u></b></p> <p>Assess the new business methods that helped American industry grow Chart and assess the industry leaders of 'Big Business' during the growth period post Civil War Describe workers' efforts to organize the late 1800s</p>	<p>Patent Thomas Edison Alexander Graham Bell Henry Ford Assembly line Wilbur and Orville Wright Steel and oil Railroad boom Electric light bulb Telephone Shoe-making machine Kodak Camera Eastman Lightweight Camera Human flight Wright Brothers Henry Ford</p> <hr/> <p>Entrepreneur Corporation Monopoly Andrew Carnegie John D. Rockefeller Trust Free enterprise Samuel Gompers Collective bargaining Banking J. Pierpont Morgan Andrew Carnegie Steel Industry John D. Rockefeller Oil Refinery Free enterprise Social Darwinism Factory Work Unions Knights of Labor Mother Jones</p> <p>Urbanization Tenement Jane Addams</p>	<p><b>How do you find Webquests on any topic?</b></p> <ol style="list-style-type: none"> <li>1) Google them!</li> <li>2) Type in any topic you want. e.g. <i>Webquests on the Lenape Indians</i></li> <li>3) You will be taken to a site rich with primary and secondary resources, activities, tasks, and games....</li> </ol> <p><b>Best Webquests</b> <a href="http://eduscapes.com/sessions/travel/k3webquests.htm">http://eduscapes.com/sessions/travel/k3webquests.htm</a></p> <p><a href="http://www.pbs.org/teachers/thismonth/democracy/index1.html">http://www.pbs.org/teachers/thismonth/democracy/index1.html</a></p> <p><b>Begin to teach the students how to use the wealth of resources available for understanding our global world:</b></p> <p><b>Electronic Atlas</b> <b>Electronic encyclopedias</b> e.g. <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Growth and Change in the Cities</u></b> <b><u>6.5 6.6</u></b></p> <p>Trace the growth of cities in the late 1800s            Chart and assess the problems city dwellers faced and the efforts taken to improve their lives            Comment on the attractions and leisure activities city life offered</p> <p><b><u>Focus 4: The New Immigrants</u></b> <b><u>6.5 6.6</u></b></p> <p>Trace the reasons immigrants came to the United States in the late 1800s            Describe the difficulties immigrants faced adjusting to their new lives            Assess the ways immigrants assimilated and contributed to American life            Describe efforts to limit immigration in the late 1800s</p>	<p>Settlement House</p> <p>Streetcar            Elevated railroad            Public Transportation            Bridges            Skyscraper            Population growth            Mother Cabrini            Salvation Army            Department stores            Museums            Orchestra            Art Gallery            Fredrick Law Olmsted and Central Park</p> <hr/> <p>Steerage            Assimilation            Anarchist</p> <p>Migration            Land of opportunity            Religious freedom            Political unrest            Northern and Western Europe            Ethnic neighborhoods            Citizenship            Nativist            Labor            Chinese immigrants in the West</p> <hr/> <p>Compulsory education            Realist            Mark Twain            Joseph Pulitzer            Yellow journalism</p>	<p><b>Art and Music and Literature in the Social Studies Lesson – Perfect Together</b></p> <p>Of all the subjects that elementary students learn the one that has the most potential for connecting the arts, music and literature together is Social Studies. Through the arts you as a teacher can expose the students to so much more about the time, the event, and the background than any one textbook could ever do. Textbook reading is by nature linear – line-by-line by line. By using the arts you connect so many concepts together around one piece of work – the event, the climate, the mores of the people...</p> <p>There is just so much story – his story/her story – that we need to hand over to the students that we can no longer use our limited time using just one medium – the word.</p>
<p><b><u>Focus 5: Education and Culture</u></b> <b><u>6.4 6.5</u></b></p> <p>Assess changes in education after 1870            Identify and discuss new American writers of the late 1800s            Trace the growth of the American newspaper industry</p>	<p>Chinese immigrants in the West</p> <hr/> <p>Compulsory education            Realist            Mark Twain            Joseph Pulitzer            Yellow journalism</p>	<p><b>Important Site for Social Studies Teachers: National Council of Social Studies Teachers:</b>  <a href="http://www.socialstudies.org">http://www.socialstudies.org</a></p> <p><b>The Library of Congress has incredible primary and secondary sources – photographs, timelines, and stories.</b></p> <p>Google: americaslibrary</p>

## Unit Three: Progressive Era (1870 – 1920)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action


**Essential Question:** *How did society and politics change during the Progressive Era?*

- How did reformers try to end government corruption and limit the influence of big business?
- How did the Progressive Presidents extend reforms?
- How did women gain new rights?
- What challenges faced the new minority groups?



*Stanton*

Elizabeth Cady Stanton Advocate for Women's rights

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Progressive Reform and the Gilded Age</u></b> <b><u>6.4</u></b></p> <p>Assess the problems in American politics during the Gilded Age Identify and describe the political reforms the Progressives championed Assess the contribution of journalists to the reform efforts</p>  <p>Mark Twain (Author of “The Gilded Age)</p>	<p>Civil service Primary Recall Initiative Referendum Graduated income tax Muckraker</p> <p>Gilded Age Spoils System James Garfield Pendleton Act Civil Service Commission Big Business “Trusts” Boss Tweed Corruption Progressives Political Reform Wisconsin Idea Sixteenth Amendment – income tax Seventeenth Amendment – direct election of senators</p> <hr/> <p>Theodore Roosevelt Trustbuster Conservation National Park William Howard Taft Woodrow Wilson</p>	<p><b>Go to the Source!</b></p> <p>In preparing your lessons on the ancient cultures what better source could you go but to the <b>Museum of Art!</b></p> <p>Remember: Google: Museum of Art</p> <p><a href="http://www.metmuseum.org/explore/index.asp">http://www.metmuseum.org/explore/index.asp</a></p> <p><a href="http://www.ourcourts.org">www.ourcourts.org</a></p> <p><b>History for Kids</b></p> <p>History for Kids is a very good source that you can have the students use for home and independent projects. This site can be used for all of the cultures.</p> <p><a href="http://www.historyforkids.org/learn/romans/art/index.htm">http://www.historyforkids.org/learn/romans/art/index.htm</a></p>
<p><b><u>Focus 2: Progressive Presidents</u></b> <b><u>6.4 6.5</u></b></p> <p>Assess Theodore Roosevelt’s efforts to limit the power of business Summarize the main points of Roosevelt’s Square Deal Chart and explain and assess the reforms promoted by Presidents Taft and Wilson</p>	<p>Big Business Organized Labor Square Deal Yosemite Valley U.S. Forest Service Progressive Party</p> <p>Carrie Chapman Catt Suffragist</p>	<p><b>New Jersey State Historical Commission:</b></p> <p><a href="http://www.state.nj.us/state/divisions/historical/resources/topical/">http://www.state.nj.us/state/divisions/historical/resources/topical/</a></p> <p>Free Resources from the Federal Government:</p> <p><a href="http://www.state.nj.us/education/aps/cccs/s/resources.htm">http://www.state.nj.us/education/aps/cccs/s/resources.htm</a></p> <p><b>Novel:</b> <u>The Jungle</u> by Upton Sinclair <b>Novel:</b> <u>Ashes of Roses</u> by Mary Jane Auch</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: The Rights of Women</u></b> <b><u>6.4</u></b></p> <p>Chart and explain the ways that women won the right to vote Assess the new opportunities women gained during the Progressive Era Assess the rise of the temperance movement during the early 1900s</p> <p><b><u>Focus 4. Justice – The Struggles</u></b> <b><u>6.4 6.5</u></b></p> <p>Assess the efforts of African Americans to fight discrimination during the early 1900s Assess the difficulties faced by Mexican Americans during the early 1900s Summarize the reasons Americans called for limits on Japanese immigration during the early 1900s Assess the difficulties faced by religious minorities during the early 1900s</p>	<p>Alice Paul Frances Willard Prohibition</p> <p>Nineteenth Amendment – women's right to vote</p> <p>Higher Education Women's Clubs National Association of Colored Women Segregation Reform Florence Kelly Sweatshops Woman's Christian Temperance Union Alcohol Carry Nation Eighteenth Amendment – prohibition</p> <hr/> <p>Booker T. Washington W.E.B. Du Bois Lynching Parochial School Anti-Semitism</p> <p>African Americans Jane Addams National Association for the Advancement of Colored People – NAACP Violence Ida B. Wells President Wilson George Washington Carver Segregation Famine in Mexico Japanese Immigrants Gentlemen's Agreement Religious minorities</p>	<p><b><u>Looking Deeper from Different Perspectives</u></b></p> <p>Prepare to give a <b>testimonial</b> for your famous person. A testimonial is a ceremony in which a person is given something to show honor, admiration, and gratitude for his or her contributions.</p> <p><b>1.</b> Now you and your partner will assume roles. One will be the famous American, and the other will be the person presenting the award.</p> <p>The presenter will <b>write a speech</b> to be given at the testimonial. It will introduce the person, tell a little about the background of the person, and tell many details about his/her contributions to our country and why those contributions were important. The speech should thank the person for his/her contributions. (This speech will be written in final form and given to the teacher. It will show your teacher how much you have learned and will be graded.)</p> <p>The famous person must <b>write an acceptance speech</b>. The speech should show thanks for the award, mention the achievements, and give reasons why he or she took those actions. (This speech will be written in final form and given to the teacher. It will show your teacher how much you have learned and will be graded.)</p> <p><b>2.</b> Next you and your partner will need to <b>design a medal</b> to give at the testimonial. One side should have a picture of the person or an event, with some dates and lettering. The other side should have an inscription that summarizes the reasons for the award. The medal may be a pin-on or worn around the neck</p> <hr/> <p><a href="http://www.ourcourts.org">www.ourcourts.org</a></p>

## Unit Four: Foreign Relations (1853 1915)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

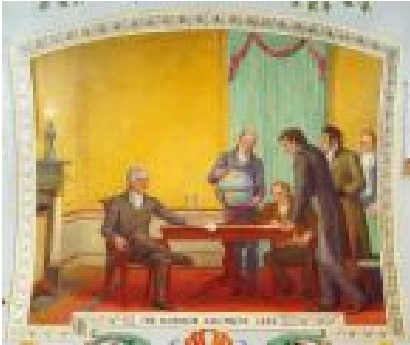
**Essential Question:** *How did the United States demonstrate its growing interest in the Pacific and in Latin America?*

- How did the United States acquire new territory and expand trade in the Asia-Pacific region?
- What were the causes and effects of the Spanish-American War?
- How did the United States use the Monroe Doctrine to justify intervention in Latin America?



**Battle of Veracruz**

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Pacific Region</u></b> <b><u>6.4 6.5 6.6</u></b></p> <p>Assess the early attempts by the United States to expand into the Pacific region Assess the reasons many Americans favored expansionism Chart and explain how the United States gained the territories of Samoa and Hawaii Assess the United States' efforts to protect its trading rights in China</p>	<p>Matthew C. Perry Isolationism Imperialism Frederick Jackson Turner Sphere of influence</p> <p>Trade Japan Alaska Expansionism Economic Growth Samoa Hawaii William McKinley Boxer Rebellion Open Door Policy</p> <hr/>	<p><b>Note Taking from an electronic article.</b></p> <p>Give the information you want a title. e.g. Colonial Homes Use one index card for each note Write one main sentence Write two supporting detail sentences.</p> <p style="text-align: center;"><b>Title</b></p> <p style="text-align: center;"><b>Main idea</b></p> <p style="text-align: center;"><b>One detail – One sentence</b></p> <p style="text-align: center;"><b>One detail – One sentence</b></p> <p style="text-align: center;"><b>One detail – One sentence</b></p>
<p><b><u>Focus 2: Spanish-American War</u></b> <b><u>6.4 6.6</u></b></p> <p>Depict the Americans' reaction to the Cuban revolt Assess the reasons the United States declared war on Spain Assess the ways the Spanish-American War led to the creation of an American empire overseas</p>	<p>Reconstruction Jose Marti William Randolph Hearst Emilio Aguinaldo Protectorate</p> <p>Rebellion in Cuba Cuban exiles President Cleveland President McKinley "Remember the Maine" Havana, Cuba Philippines Fall of Manila War in the Caribbean Cuban Independence Puerto Rico Guam and Wake Self-government v. expansionism</p> <p>Isthmus</p>	<p>Teacher Resource of Merit – The materials you can get at <b>PBS – Teachers</b> – are very good.</p> <p><a href="http://www.pbs.org/teachers/socialstudies">http://www.pbs.org/teachers/socialstudies</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Latin America and the United States</u></b>  <b><u>6.4 6.5</u></b></p> <p>Summarize how and why the United States built the Panama Canal  Assess the ways the American Presidents expanded the Monroe Doctrine to intervene in the affairs of the Caribbean nations  Describe how relations between the United States and Mexico became strained under President Wilson</p>  <p><b>Signing of the Monroe Doctrine</b></p>	<p><b>VOCABULARY</b></p> <p>William C. Gorgas  Corollary  Dollar Diplomacy  Francisco Villa</p> <p>Panama Canal  Colombia  President T. Roosevelt  Revolt  Republic of Panama  Malaria  Yellow Fever  Big Ditch</p> <p>Big Stick  Roosevelt Corollary  Howard Taft</p>	<p><b><u>Graphic Organizers</u></b></p> <p>Because the information students are learning is unfamiliar you need to do all that you can to help the students organize new information. By showing your student how to use <b>graphic organizers</b> you will do much to help them focus and organize their new knowledge in meaningful ‘chunks.’</p> <p>Graphic Organizers will help students capture their concepts on a topic and map out their understanding.</p> <p>Venn Diagrams, T-Charts, Time Lines, KWL charts, Sequence Charts and Main Idea/Detail Charts will give you the most mileage in capturing the learning.</p> <p><b>Caveat:</b> Less is more. Choose the graphic organizers you use with your class <i>carefully</i>. Use them over and over. Students need time and practice using the graphs.</p> <p>This site has some very good graphic organizers that you have permission to print out.  <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></p> <p>How can you get other graphic organizers?</p> <p><b>Google: graphic organizers</b></p>

## Unit Five: World War I (1914 - 1919)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action


**Essential Question:** *What were the causes and effects of World War I?*

- What were the causes of World War I
- What steps did the United States government take to prepare the nation for war?
- How did the arrival of American troops in Europe affect the course of the war?
- How did the Treaty of Versailles and the League of Nations disappoint President Wilson?



President [Woodrow Wilson](#) of the United States of America and the Prime Ministers of the United Kingdom, Italy, and France,

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Run Up to the War</u></b> <b><u>6.4</u></b></p> <p>Assess the factors that led to the outbreak of war in Europe Assess the magnitude of World War I as compared to earlier conflicts Trace the United States' movement from neutrality to involvement in the war</p> <p><b><u>Focus 2: The War Effort</u></b> <b><u>6.5 6.6</u></b></p> <p>Summarize the ways that the United States quickly prepared for entry into World War I Assess the measures our government took to control the wartime economy Depict how the need to build support for the war sometimes conflicted with the civil liberties of the people here.</p> <p><b><u>Focus 3: America at War</u></b> <b><u>6.4</u></b></p> <p>Chart and discuss the setbacks the Allies faced in 1917 and 1918 Assess the ways the American forces contributed to the Allied victory Summarize the main points of the agreement that ended the fighting in World War 1</p>	<p>Militarism Nationalism Stalemate Trench warfare Propaganda</p> <p>Imperialism Alliance System June 28, 1914 Sarajevo, Bosnia Archduke Franz Ferdinand</p> <p>Western Front German Forces Airplanes, armored tanks, rapid fire machine guns American Neutrality President Wilson Central Powers, Allies Lusitania U-boat "Peace without victory" Zimmerman Telegram Russian Revolution Declaration of war on Germany</p> <p>Mobilize Jeannette Rankin Illiterate Herbert Hoover Eugene V. Debs</p> <p>Selective Service African Americans and Women in the Military Patriotism</p>	<p><b>Primary Resources on the Constitution</b> <a href="http://www.usconstitution.net">http://www.usconstitution.net</a></p> <p><b>Excellent site for children's understanding of Bill of Rights</b> <a href="http://www.congressforkids.net/Constitution_billofrights.htm">http://www.congressforkids.net/Constitution_billofrights.htm</a></p> <p><b>This is a great 'hangout' for New Jersey students:</b> <a href="http://www.state.nj.us/hangout_nj/">http://www.state.nj.us/hangout_nj/</a></p> <p><b>New Jersey Legislature for elementary students:</b> <a href="http://www.njleg.state.nj.us/kids/index.asp">http://www.njleg.state.nj.us/kids/index.asp</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p data-bbox="92 142 527 212"><b>Focus 4: Shaping the Peace</b> <b>6.4</b></p> <p data-bbox="130 256 651 326">Assess Woodrow Wilson’s plan for a lasting and just peace</p> <p data-bbox="130 334 638 404">Assess how the Treaty of Versailles punished Germany</p> <p data-bbox="130 412 680 516">Assess the reasons why Americans opposed membership in the League of Nations</p>  <p data-bbox="289 1187 514 1214">League of Nations -</p>	<p data-bbox="926 142 1171 318">Convoy John J. Pershing Vladimir Lenin Communism Armistice</p> <p data-bbox="835 363 1262 610">Allied shipping American Expeditionary Force Bolsheviks Russia Battle of Argonne Forest France and Britain Kaiser Wilhelm II</p> <hr data-bbox="737 618 1360 623"/> <p data-bbox="911 626 1178 764">Self-determination Reparations Henry Cabot Lodge Deport</p> <p data-bbox="800 808 1297 1057">President Wilson’s Fourteen Points Factors that led to war Territorial issues Peace Conference in Paris Big Four: U.S. France, Britain, Italy Treaty of Versailles League of Nations</p> <p data-bbox="751 1065 1346 1166">President Wilson and. Henry Cabot Lodge Postwar Troubles: Flu, labor unrest, Red Scare</p>	<p data-bbox="1549 142 1839 170"><b><u>Internet Resources</u></b></p> <p data-bbox="1381 215 2007 683">Research clearly shows us that students need help reading and understanding non-fiction materials. What better time or way to learn this life-skill but by using non-fiction materials in and through the topics of Social Studies. Our students have access to the Internet – whether at school or at home. We need to find the ways to assign good reading materials to them on topics they need to study anyway. Assigning Webquests for homework, for project work will bring the students to materials that are readable and understandable.</p> <p data-bbox="1381 727 1986 870">Imagine the day when we say to our students, <i>“Your homework this week is to go to these Webquests and read materials about _____”</i></p> <div data-bbox="1381 946 2007 1019" style="background-color: #e0e0e0; padding: 5px;"> <p data-bbox="1381 946 1955 1019"><b>Thinkquest Library – for the students and by the students</b></p> </div> <p data-bbox="1381 1057 1997 1273">Use the link below to go to a site that gives a whole new meaning to the term “Student Friendly.” You will find competitive projects from all around the world that students created and entered for adjudication at the Thinkquest Library.</p> <p data-bbox="1486 1312 1902 1344" style="text-align: center;"><a href="http://library.thinkquest.org">http://library.thinkquest.org</a></p>

## Unit Six: Roaring Twenties (1919 – 1929)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the nation react to changes in 1920's?*

- What problems at home and abroad challenged the nation after World War I?
- How did social change and social conflict mar the 1920's?
- What arts and culture symbolized the Jazz Age?
- What economic problems threatened the economic boom of the 1920's?



**The Jazz Age**

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Peacetime Adjustments</u></b> <b><u>6.4</u></b></p> <p>Chart and assess how the economic Factors led to the election of Republican Warren Harding</p> <p>Compare/contrast the administrations of Harding and Calvin Coolidge</p> <p>Summarize and discuss the U.S. policy of isolationism</p> <p>Assess how the threat of communism abroad raised concerns in the United States</p>	<p>William Harding Calvin Coolidge Disarmament Communism Anarchist</p> <p>Harding Administration Recession Focus on Finances Teapot Dome Scandal Albert B. Fall</p> <p>Coolidge Administration Foreign Policy Red Scare Sacco and Vanzetti Immigration</p> <hr/> <p>Prohibition Bootlegger Speakeasy</p>	<p><b>Independent Reading</b></p> <p>It should be a non-negotiable in your classroom that during each unit of study the students spend time at home and during free time during school to broaden their backgrounds by doing lots of age appropriate reading and note taking.</p> <p>Below you will find a few books that the students can search out in your classroom library, school library or local library.</p> <p>Note: The closer the books are to the students the more you improve the chances that the students will read them. Hence, <b>classroom libraries</b> should have an abundant supply of children’s literature. As a rule of thumb: Each classroom library should have about <b>100 age appropriate books</b> on topics across the social studies’ spectrum.</p>
<p><b><u>Focus 2: Changes in American Society</u></b> <b><u>6.5</u></b></p> <p>Chart the causes and effects of the Eighteenth Amendment</p> <p>Depict the many ways that the Nineteenth Amendment changed the role of women in society</p> <p>Assess how the automobile, the radio and movies changed American culture after the war</p>	<p>Organized Crime Twenty-first Amendment: Repeal of Prohibition Role of Women Flappers Automobile, radio, movies Scopes Trial Racial Conflict</p>	<p><b><u>Book Circles</u></b></p> <p>Throughout any unit in Social Studies it should be a strong expectation that students read independently on the topic – <b>at home and in their free time</b>. The students should be encouraged to share their books at regularly held <b>Book Circles</b>.</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Jazz Age</u></b> <b><u>6.4</u></b></p> <p>Describe the new fads and heroes that emerged during the 1920's and assess how they affected American culture Trace the origins, assess the importance and spread of a new musical style – jazz Depict how the new literary styles of the 1920's described American society in a new and more critical manner</p> <p><b><u>Focus 4: Economy of the 1920's</u></b> <b><u>6.4-6.5</u></b></p> <p>Chart the causes and effects of the industrial boom that occurred in the 1920's Explain just how rising stock prices encouraged many to borrow money to invest in the stock market Assess the very people who did not profit from the prosperity of the 1920's Describe the issues of the election of 1928 and Herbert Hoover's victory</p>	<p>Charles Lindbergh Jazz Sinclair Lewis Langston Hughes</p> <p>Dance fads Flagpole sitting Mah-jongg clubs Babe Ruth Johnny Weissmuller Red Grange Bobby Jones Bill Tilden Helen Wills Jack Dempsey</p> <p>Black musicians New Orleans Louis Armstrong - Satchmo Bessie Smith Duke Ellington George Gershwin</p> <p>Scott Fitzgerald – <u>The Great Gatsby</u> Ernest Hemingway – <u>Farwell to Arms</u> Sinclair Lewis – <u>Babbit</u></p> <hr/> <p>Installment buying Bull market Buying on margin Stock Market Industrial Growth Herbert Hoover Alfred E. Smith – Catholic “A chicken in every pot and a car in every garage”</p>	<p><b><u>Use Primary Documents for historical turning points in American History:</u></b></p> <p><b>Primary Documents</b> Artifacts, letters, diaries, speeches, interviews</p> <p>Sometimes primary documents are not available so you have to use <b>Secondary Documents</b> – <i>second hand accounts</i> of a turning point:</p> <p>Biography, newspaper account, historical fiction...</p> <p><b><u>Note Taking from Primary and Secondary Sources</u></b></p> <p>This would be a good time to combine teaching students how to take notes from electronic resources and what plagiarism means and why it totally unacceptable.</p> <p><b>Plagiarism</b> is a rapidly growing problem in many venues today. Because it is so easy to locate information using the Internet, students have given in to the temptation to take materials and use them for their own. This needs to be addressed by all who are in the education field -- by teaching the observance of proper <a href="#">citation</a> and <a href="#">copyright compliance</a> AND by making sure our students know that stealing someone else's work is wrong</p>

## Unit Seven: The Great Depression and the New Deal (1929 – 1941)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the Great Depression affect the American people and change the role of government?*

- Why did the economy collapse after the stock market crash?
- How did President Roosevelt respond to the Great Depression?
- How did the Depression affect daily life?
- What were the long-term effects of the Great Depression?



**Crowd at New York's American Union Bank during a bank run early in the Great Depression.**

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Stock Market Crash</u></b> <b><u>6.4</u></b></p> <p>List and assess America’s economic problems during the late 1920s Trace and discuss the lead up to the Depression Depict how the Depression affected Americans Chart and assess President Hoover’s response to the Depression</p> <p><b><u>Focus 2: President Roosevelt and the New Deal</u></b> <b><u>6.4 6.5</u></b></p> <p>Trace and discuss Roosevelt’s victory in the election of 1932 Depict and discuss how the New Deal tried to promote economic recovery Explain how the new federal laws regulated America’s economic system Assess the obstacles and criticisms faced by the New Deal</p>	<p>Overproduction Bankruptcy Default Bonus</p> <p>Stock Market Crash of 1929 Factories, housing, automobile manufacturing Banking Crisis Unemployment Growing Poverty Family Life Government Aid Reconstruction Finance Corporation Bonus Army</p> <hr/> <p>Franklin D. Roosevelt Fireside chats Huey Long Francis Townsend Pension Charles Coughlin</p> <p>New Deal Bank Holiday Unemployment Relief Jobs: Civilian Conservation Corps, Works Progressive Administration National Recovery Administration Public Works Administration Tennessee Valley Authority Truth in Securities Act Federal Deposit Insurance Food and Drug Administration Supreme Court</p>	<p><b><u>Interdisciplinary Projects</u></b></p> <p>Interdisciplinary projects are those that connect two or more academic subjects around a given theme or topic. They are usually done over a span of time – a week, two weeks. They usually allow students to work on the project alone, with a partner or in a small group of no more than four.</p> <p>Everything that we know about learner success tells us that when we give students a choice – choice of work partner(s), tasks, presentation...they will invest much more time and energy into the project.</p> <p>Before the project even begins the students know exactly what they need to do to create a wonderful project because they have the grading rubric right in front of them!</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Americans Suffer Through the Great Depression</u></b> <b><u>6.2</u></b></p> <p>Chart and discuss how the Great Depression and the New Deal affected women, African Americans, Mexican Americans and Native Americans Trace and discuss the causes and effects of the Dust Bowl Explain how art, radio and movies informed and entertained people during the Depression</p> <p><b><u>Focus 4: The New Deal's Legacy</u></b> <b><u>6.5</u></b></p> <p>Trace and explain how the New Deal reformed labor relations Trace and assess how Social Security began Adjudicate the main arguments for and against the New Deal</p>	<p>Eleanor Roosevelt – First Lady Civil Rights Mary McLeod Bethune Marian Anderson Migrant worker John Collier John Steinbeck</p> <p>Depression and Women at work, African Americans, Mexican Americans Roosevelt's Black Cabinet Daughters of the Revolution and Marian Anderson Native Americans Commission of Indian Affairs Indian Reorganization Act</p> <p>Dust Bowl Black Blizzards Okies John Steinbeck, <u>Grapes of Wrath</u> Artist Dorothea Lange – Dust Bowl Migrants Movies: Mickey Mouse, Shirley Temple, King Kong</p> <hr/> <p>Payroll tax Frances Perkins Collective bargaining John L. Lewis Sit-down strike Deficit spending Social Security Act Aid to Dependent Children National Labor Relations Board Fair Labor Standards Act United Mine Workers Committee of Industrial Organizations – C.I.O. American Federation of Labor – A.F.L. United Auto Workers</p>	<p><b>Library of Congress Website – American Memory</b></p> <p><a href="http://memory.loc.gov/">http://memory.loc.gov/</a></p> <p><b>There are so many invaluable resources on the site American Memory. Students should be asked to use the site as home assignments. Give the students a few days to complete the assignment in the event that a few of your students do not have access to the Internet at home. These students would have to make arrangements to use the Internet in school at a scheduled time. You must assign the Internet sites.</b></p> <p><b>Visual Images</b></p> <p>Take the art work, <u>Unemployment</u> by Ben Shahn and ask the students what they see, feel, know about the piece. Ask the students what they consider the artist's view of the subject might have been</p>

## Unit Eight: World War II Era (1935 – 1945)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *What were the causes and effects of World War II?*

- What events led to the outbreak of World War II?
- How did the United States move from neutrality to full involvement in the war?
- How did the home front respond to American participation in the war?
- How did the Allies win World War II and what were the results?



World War II 1

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Aggression Leads to War</u></b> <b><u>6.6 6.4</u></b></p> <p>Trace and discuss the rise in power of the totalitarian dictators after World War I  Assess the route to military conquest by Germany, Italy and Japan  Discuss the reasons Americans chose neutrality in the newest world conflict  Trace and discuss the start up of World War II in Europe</p>	<p>Josef Stalin  Totalitarian state  Benito Mussolini  Fascism  Adolf Hitler  Aggression  Appeasement  Winston Churchill</p> <p>Dictator  Soviet Communism  Nazi Germany  Militarism in Japan  China, Ethiopia, Czechoslovakia  American Neutrality Act  Good Neighbor Policy  Poland  France  Battle of Britain  Invasion of the Soviet Union</p> <hr/> <p>Total war  Dwight D. Eisenhower  Douglas MacArthur  Lend-Lease Act  Atlantic Charter  Indochina  Pearl Harbor  Global conflict  Europe and North Africa  Soviet Resistance  Philippines  Bataan Death March  Coral Sea and Midway</p>	<p><b>Document Based Questions – DBQs</b></p> <p><i>What is a <u>document-based question</u>?</i></p> <p><b>Good, sharp, clear, penetrating</b> historical documents are presented with key questions related to a general historical topic. e.g. Pioneers Journey Westward.</p> <p><b>Good sharp, clear and penetrating</b> questions are posed for each historical document</p> <p>The historical documents that you can use: Pictures, photographs, diary entries, posters, political cartoons, letters, poems, excerpts from stories written at the time of the event....</p> <p>Students are then directed to write a sharp, clear and penetrating essay based on the historical documents</p> <p>Each DBQ should have four historical documents for the question at hand. (e.g. Pioneers Journey Westward</p> <p>Each document will connect to the historical topic – Pioneers Journey Westward. Collectively each of the documents will tell a full story of the journey.</p> <p>The historical sources and the accompanying questions should be such that they present the issue from two different perspectives</p> <p>The two different perspectives for Pioneer Journey Westward might be: Was it right or wrong for the people to risk their lives to travel the unknown roads westward? Tell why.</p> <p>It is the task of the student to synthesize the main themes of the documents and craft an essay that takes a position on the topic/question</p>
<p><b><u>Focus 2: The United States Goes to War</u></b> <b><u>6.4</u></b></p> <p>Trace and discuss the many ways the United States prepared for war and strengthened its ties with the Allies  Assess the main reasons the United States finally entered World War II  Chart and assess the reasons the Allies finally began to turn the tide of battle in North Africa and in the Pacific</p>		

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: The War at Home</u></b> <b><u>6.5</u></b></p> <p>Depict and discuss the ways the United States built its military and converted its economy to meet wartime needs Assess how American women contributed to the war effort Chart and explain how World War II affected the Japanese Americans</p> <p><b><u>Focus 4: Victory Awaits</u></b> <b><u>6.4</u></b></p> <p>Trace and explain the Allies' efforts to defeat Germany Asses how a powerful new weapon brought the war in the Pacific to a close Describe the horrors of the Jewish Holocaust List and assess the consequences faced by captured enemy leaders of the war</p>	<p>Rationing Intern A. Philip Randolph Bracero</p> <p>Military Wartime economy War Effort Women in Industry Rosie the Riveter Japanese Americans Internment Japanese, African Americans and Mexican American Soldiers</p> <hr/> <p>Harry S. Truman Island hopping Kamikaze Genocide War crimes</p> <p>Italy D-Day Battle of the Bulge Germany Nazi Empire V-E Day Guadalcanal Navajo soldiers Manila Iwo Jima Okinawa Atomic Bomb Hiroshima</p> <p>Holocaust Death Camps War Crimes Trials Nuremberg</p>	<p><b>The way the DBQ essay is crafted does matter. Hence, the following tips:</b></p> <p><b><u>Introduction:</u></b></p> <p>a) Start the essay with a question or exclamatory sentence to attract the reader's attention. b) Restate the historical question posed but use your own words.</p> <p><b><u>Body:</u></b></p> <p>a) You should have at least five good paragraphs in the body of the essay. For each paragraph remember to have but one BIG IDEA with at least five details/sentences b) Weave the information from the historical documents into the essay paragraphs – naturally. c) Use historical quotes when possible - naturally. d) If you know interesting and relevant information about the topic weave it in to the essay</p> <p><b><u>Conclusion:</u></b></p> <p>a) Wrap up your essay by restating your opening introduction</p>

## Unit Nine: United States in the Cold War (1945 – 1963)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action



**Essential Question:** What key foreign and domestic issues affected the United States after World War II?

- How did the United States respond to the early stages of the Cold War?
- How did the American economy and society change after World War II?  
How did the United States respond to the invasion of Korea and its aftermath?
- How did the Cold War increase tensions around the world?



Yalta- The Cold War Begins 1

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Roots of the Cold War</u></b> <b><u>6.4</u></b></p> <p>Trace and explain the breakdown of relationships among the Allies after World War II</p> <p>Depict and assess the ways the United States tried to limit the spread of communism after World War II</p> <p>Chart and assess the three new international organizations that arose after World War II</p> <p>Synthesize the events of 1949 that shook the confidence of America</p>	<p>Iron curtain Satellite Containment Airlift Veto</p> <p>Soviet Expansion Greece, Turkey, Iran Harry S. Truman Truman Doctrine Marshall Plan Berlin Airlift Berlin Wall</p> <p>United Nations NATO Warsaw Alliance Soviet Atomic Bomb Communist China</p>	<p><b>Congress for Kids</b></p> <p><a href="http://www.congressforkids.net/">http://www.congressforkids.net/</a></p> <p>Amendment Interactive Game <a href="http://www.quia.com/cc/73685.html">http://www.quia.com/cc/73685.html</a></p> <p><b>The American Presidency from Scholastic</b></p> <p><a href="http://ap.grolier.com">http://ap.grolier.com</a></p> <p>Hit: Constitution and Democracy</p> <p><b>National Endowment for the Humanities Website</b></p> <p><b>Incredible resources</b></p> <p><a href="http://edsitement.neh.gov">http://edsitement.neh.gov</a></p>
<p><b><u>Focus 2: Prosperity Abounds After the War</u></b> <b><u>6.4</u></b></p> <p>Trace the causes and effects of the postwar economy</p> <p>Depict and assess the effects of a changing society on the lives of Americans post World War II</p> <p>Compare/contrast life in the new suburbs with life in the cities</p>	<p>Closed shops Productivity Standard of living Baby boom Rock-and-Roll Elvis Presley Inner city</p> <p>Inflation Taft-Hartley Act</p> <p>Eisenhower's Middle Way</p> <p>Suburbs</p>	<p><b>Hit: History and Social Studies</b></p> <p><b>Amendments for Kids</b></p> <p><a href="http://www.usconstitution.net/constkids.html">http://www.usconstitution.net/constkids.html</a></p> <p>Interactive Civic Lessons</p> <p><a href="http://www.ourcourts.org">www.ourcourts.org</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Moving Toward the Korean War</u></b> <b><u>6.4</u></b></p> <p>Chart and assess the situation in Korea that led directly to Korean War, the first military conflict of the Cold War Explain how the Korean War ended Trace and give examples of how the Cold War led to the Red Scare in the United States</p> <p><b><u>Focus 4: Global Issues in the Cold War</u></b> <b><u>6.6</u></b></p> <p>Trace and assess how the Cold War turned into an arms race Describe how the Cold War divided the emerging countries in Asia and Africa Depict and explain with examples how communism gained power and influence in Latin America Outline and explain the reasons why Cuba became a crisis spot during the Cold War</p>	<p>Stalemate Demilitarized zone Joseph McCarthy Censure</p> <p>Korean Conflict – North and South Korea General Douglas MacArthur UN Forces</p> <p>Communists in Government Alger Hiss Whittaker Chambers Julius and Ethel Rosenberg McCarthyism</p> <hr/> <p>Superpower Arms race Stockpile</p> <p>United States and Soviet Union Nuclear weapons Sputnik National Aeronautics and Space Administration NASA</p> <p>Peace Corp President Kennedy</p> <p>Congo Philippines Indochina Ho Chi Minh</p>	<p>Korean War Site: <a href="http://korea50.army.mil/index.html">http://korea50.army.mil/index.html</a></p>  <p>Berlin Wall Site: <a href="http://www.the-berlin-wall.de/galerie.html">http://www.the-berlin-wall.de/galerie.html</a></p> 

## Unit Ten: The Civil Rights Era (1945 – 1975)



**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action


**Essential Question:** *How did the civil rights movement change the nation?*

- What key events marked the beginning of the Civil Rights Movement in the 1950s?
- What was the “Great Society”?
- How did the Civil Rights Movement gain momentum?
- What other groups were swept up in the spirit of reform?



Lyndon Johnson, 36<sup>th</sup> President of the United States, defined his policies as “The Great Society” hoping to increase national efforts to reduce poverty improve education and prevent war.

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Steps Toward Civil Rights Movement</u></b> <b><u>6.5 6.2</u></b></p> <p>Trace and assess the campaign for civil rights that picked up after World War II</p> <p>Synthesize the steps the Supreme Court took to outlaw segregation in the nation's schools</p> <p>Assess the ways and reasons African Americans boycotted the buses in Montgomery, Alabama</p> <p>Describe Martin Luther King's use of nonviolent protest to gain equal rights</p> <p>Chart and explain the federal legislation that protected our civil rights</p> <p>Synthesize the ways that the civil rights movement broke into several groups</p> <p>Analyze the achievements and failures of the civil rights movement</p>	<p>Thurgood Marshall Integration Jackie Robinson Rosa Parks Boycott Martin Luther King, Jr. Civil disobedience Sit-in James Meredith Malcolm X Stokely Carmichael Affirmative Action</p> <p>Betty Friedan Cesar Chavez Bilingual Mandatory retirement Maggie Kuhn</p> <p>Separate but unequal NAACP Baseball, military, schools Desegregation Brown v. Board of Education Little Rock, Arkansas Orval Faubus Montgomery Bus Boycott</p> <p>Nonviolence Southern Christian Leadership Conference Gandhi Birmingham March on Washington Civil Rights Act of 1964 Voting Rights Act President Johnson</p> <p>Black Power Movement Ghettos <i>"I Have a Dream"</i> Riots</p>	 <p><b>PROJECT 2 - THE CIVIL RIGHTS MURAL</b></p> <p>Your group will create a mural of important events and people of the Civil Rights movement. The mural will be developed from a list of events and people. A summary of each event on the mural will be written so people who view the mural may have an understanding of the significance of the event or person depicted to the Civil Rights movement.</p> <p><b>Webquests on Civil Rights</b></p> <p><a href="http://web.syr.edu/~mbahart/">http://web.syr.edu/~mbahart/</a></p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 2: The Role of Government Expands</u></b> <b><u>6.4</u></b></p> <p>Chart and explain how the U.S. Supreme Court took on a more activist role under Chief Justice Earl Warren</p> <p>Outline and explain President Kennedy’s space goals.</p> <p>Evaluate how President Johnson’s Great Society increased the social role of the federal government</p> <p><b><u>Focus 4: Beyond Civil Rights</u></b> <b><u>6.2</u></b></p> <p>Trace and assess the gains made by the women’s movement during the 1960s</p> <p>Synthesize the ways that Mexican Americans, Native Americans and older Americans struggled to win equal treatment during the 1960s</p>	<p>Earl Warren Lyndon Johnson Welfare</p> <p>Warren Court Individual Rights Mapp v. Ohio Miranda v. Arizona Gideon v. Wainwright Tinker v. Des Moines School District</p> <p>President John F. Kennedy <i>“Let the word go forth...”</i> Space Program Assassination Dallas, Texas Lee Harvey Oswald</p> <p>President Lyndon B. Johnson Great Society War on Poverty Equal Opportunity Act Head Start Welfare System Medicare Medicaid</p>	 <p><b>Project: Women’s Movement</b></p> <p>You are a leader in the American Women's Rights movement active during the 1960's. All the members of your group feel that the Women's Movement brought the most lasting benefits to all members of our society.</p> <p>Your tasks will be to:</p> <ul style="list-style-type: none"> <li>Research and organize biographical information about your person.</li> <li>Decide which events or life experience caused your person to decide to join the Women’s Movement.</li> <li>Research and gather examples of writings, speeches, or actions by your person that influenced the direction of the movement.</li> </ul>

## Unit Eleven: Vietnam Era (1954 - 1978)


**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *What were the causes and effects of the Vietnam War?*

- How did Vietnam become a major battlefield in the war against communism?
- How did the demands of greater involvement in the Vietnam War divide the nation?
- What were the causes and effects of American withdrawal from Vietnam?
- What successes and failures marked Nixon's presidency?



President Nixon greeting the Soldiers in Vietnam

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: The War Begins</u></b> <b><u>6.4</u></b></p> <p>Assess how Vietnam became a focus of conflict after World War II Summarize and explain the concerns the United States had about the new developments in Vietnam Chart and discuss American involvement in the Vietnam War under President Kennedy</p>	<p>Ho Chi Minh Domino theory Ngo Dinh Diem Guerrilla Lyndon B. Johnson</p> <p>Japanese surrender First Indochina War French Vietnamese Soviet Union China Korean War North and South Vietnam North, Hanoi, Ho Chi Minh South, Saigon, Ngo Dinh Diem Geneva Accords</p>	 <p style="text-align: center;">Vietnam War</p>
<p><b><u>Focus 2: Growth of American Involvement in the Vietnam War</u></b> <b><u>6.4</u></b></p> <p>Chart and explain the steps President John took that widened the war in Vietnam Compare/contrast how the war in Vietnam with at least two other previous wars in American History Assess the impact of the Vietnam War on the Americans at home</p>	<hr/> <p>Escalate Napalm Hawks Doves Conscientious objector</p> <p>American support for the South Military coup Military and economic aid Gulf of Tonin Massive buildup Tet Offensive</p>	<p><b>The Vietnam War was something that affected everyone in America. If you didn't get drafted, you knew someone who did, who probably got sent to 'Nam. Over two million Americans were involved in the war and many, almost 60,000, didn't return alive.</b></p> <p><b>Music</b> of Vietnam Era Often Told the Story of the War</p> <p>Blowin' in the Wind, The Times They Are a Changin', Masters of War, Rainy Day Women, When the Ship Comes In</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: The War Ends</u></b> <b><u>6.4</u></b></p> <p>Depict and explain how the Vietnam War affected the national election of 1968</p> <p>Chart and explain the steps President Nixon took to decrease U.S. involvement in the Vietnam War</p> <p>Assess the long-term impact of the Vietnam War on Southeast Asia and the United States</p> <p><b><u>Focus 4: The Times they are Uncertain</u></b> <b><u>6.4</u></b></p> <p>Chart and explain the steps Nixon took to ease the Cold War tensions</p> <p>Describe and assess the impact of the Watergate scandal on the Nixon administration and the nation as a whole</p> <p>Assess the challenges that faced the new and surprising administration of President Gerald Ford</p>	<p>Richard Nixon Henry Kissinger Boat People</p> <p>President Richard M. Nixon Vietnamization Policy</p> <p>Cambodia Protest National Guardsmen – Ohio</p> <p>Paris Peace Accords – January 27, 1973 Evacuation of Saigon</p> <hr/> <p>Inflation Gerald Ford Jimmy Carter</p> <p>Moon Landing Inflation Policy of détente China People’s Republic of China Strategic Arms Limitation Treaty – SALT</p> <p>Watergate Scandal</p>	<p><b><u>Independent Project on Vietnam War</u></b></p> <p>Your assignment is to use a combination of music, images, carefully chosen quotations from the novel, and excerpts from three different types of sources including books, magazines, newspaper articles, websites, movies, interviews of people living during that time, etc.</p> <p>With this research, make us, the members of Congress, care about the Vietnam War from one particular perspective. Choose from one of the following perspectives:</p> <ul style="list-style-type: none"> <li>• <b>Vietnam Veteran</b></li> <li>• <b>President Lyndon Johnson</b></li> <li>• <b>A Vietnam Protester</b></li> <li>• <b>Vietcong</b></li> <li>• <b>Draft Dodger</b></li> <li>• <b>Military Officer</b></li> <li>• <b>War Correspondent</b></li> <li>• <b>A Woman in Combat</b></li> </ul> <p>You will present your research in the form of a five-minute speech using various visual aids to assist you.</p>

## Unit Twelve: New Directions for our Nation (1977 - 2000)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action


**Essential Question:** *How did major national and international events affect the nation?*


- How did the growing conservative movement help reshape American politics?
- How did the Cold War end?
- How did the United States use its influence after the Cold War ended?
- How have tensions in the Middle East posed concerns for the United States?



**“The end of the Cold War is our common victory.”**

**Mikhail Gorbachev, January 1982**

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: A Conservative Surge</u></b> <b><u>6.4-6.5</u></b></p> <p>Trace and discuss how a growing conservative movement reshaped politics</p> <p>Compare/contrast the policies of five U.S. Presidents</p> <p>Summarize how policymakers dealt with a series of large budget deficits</p> <p><b><u>Focus 2: End of the Cold War</u></b> <b><u>6.4</u></b></p> <p>Trace and explain how the Cold War struggles impacted Afghanistan and Central America</p> <p>Summarize how the Soviet Union responded to President Regan’s arm buildup</p> <p>Analyze why the Soviet Union dissolved and the Cold War ended</p>	<p>Balanced budget Ronald Regan Deregulation Deficit George H.W. bush Recession William Jefferson Clinton Surplus George W. Bush</p> <p>President Carter Inflation Iran Crisis</p> <p>Political Conservative Social Conservative Liberal Moral Majority</p> <p><i>“Government is the problem”</i> Trickle Down Economics Reganomics Federal deficit</p> <p>Recession</p> <p>A New Democrat Deficit Cut Welfare</p>	 <p style="text-align: center;"><b>Middle East</b></p> <p>The <b>Reading Teacher</b> and the <b>International Reading Association</b> sponsor a wonderful site called: Read, Write, Think. This is a site that has many wonderful resources, lesson plans, activities – and all crafted by classroom teachers, adjudged by teachers and approved by teachers.</p> <p>You will find some wonderful images and resources on this link about the Middle East.</p> <p style="text-align: center;"><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></p>
<p><b><u>Focus 3: A New Role in the World</u></b> <b><u>6.4</u></b></p> <p>Summarize the ways that the U.S. foreign policy developed after the Cold War</p> <p>Assess how the United States sought to promote change in South Africa, China and Cuba</p> <p>Trace the efforts of the United States to control the spread of nuclear weapons</p>	<hr/> <p>Mikhail Gorbachev Glasnost Détente Evil Empire Defense Spending Leftists</p> <p>Poland, Hungary, Romania, Czechoslovakia, East Germany Soviet Collapse Yugoslavia</p>	

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 4: Conflict in the Middle East</u></b> <b><u>6.4</u></b></p> <p>Assess the reasons why the Middle East was considered vital to the interests of the United States</p> <p>Chart the causes and effects of the Arab-Israeli conflict</p> <p>Trace and explain the United States' involvement in a series of crises in the Middle East</p>	<p>Apartheid Sanction</p> <p>South Africa Democracy: full voting rights, free elections</p> <p>Philippines Marcos Era People Power</p> <p>Northern Ireland Protestant majority v. Catholic Minority George Mitchell</p> <p>China Democratic Reforms Tiananmen Square</p> <p>Cuba Fidel Castro</p> <hr/> <p>Strategic Arms Limitation Talks</p> <p>Yasir Arafat Westernization Ruholla Khomeini Saddam Hussein Norman Schwarzkopf Colin Powell Middle East - Location Petroleum reserves Organization of Petroleum Exporting Countries OPEC Palestine State Arabs State of Israel Camp David Accord Islam Persian Gulf War</p>	<p><b><u>Israel and Palestine</u></b></p> <p>"Enough of blood and tears. Enough!" exclaimed by Israeli Prime Minister, Yitzhak Rabin, at the Peace accord of 1993. This was only one of many agreements that have been reached between Israelis and Arabs in an attempt to bring peace to the Middle East region. However, each time an agreement is reached, one side or the other inevitably breaks the terms, and hostilities break out again.</p> <p>It is time for this long-standing conflict to come to an end once and for all, and we need your help to negotiate a permanent peace settlement.</p> <p>So, the question is: How can we bring peace to the Middle East?</p>  <p><b>Palestinian Territories</b></p>

## Social Studies Standards: Strategies and Assessments

	<b>RECALL/ COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESES</b>	<b>EVALUATION</b>
<b>WORD</b>	Read/listen/respond: Legends, biographies, autobiographies diaries of Immigrants	Describe Story Grammar (theme, plot...) from <u>Dragon Wings</u>	Compare/contrast: Irish and Chinese immigrant experience	Compose/create: Prayer of the Jewish Immigrant one year after arriving in the US	Assess/critique: Immigrants' expectations of life in America with their lived reality one year later
<b>LOGIC</b>	Map/globe: Contour map of geographic features of the Maginot Line	Apply: Venn diagram: Militarism and Nationalism	Categorize: Achievements of Woodrow Wilson	Case Study: Daily life of an American soldier in the trenches	Decide: Impact of ideas from the Fourteen Points
<b>PICTURE</b>	View and critique: Movie of Charlie Chaplin, <u>Little Tramp</u>	Illustrate graphically: Scenes from <u>Brother Can You Spare a Dime</u>	Contrast: Pictures of social life in the 1920s and 1930s	Infer: What it was like for an artist in the Harlem Renaissance	Choose: Favorite scene from the movie, <u>The Great Gatsby</u>
<b>BODY</b>	Construct: Diorama of a U-Boat; model of the Lusitania	Dramatize: American response to the Zimmerman telegram	Generate questions: Interview of Henry Cabot Lodge	Create: Scene from the Versailles Treaty	Panel: Contributions of Hearst
<b>MUSIC</b>	Listen/sing: <u>The Band Played Waltzing Matilda</u>	Record Feelings: <u>Over There</u> by Willie McBride	Compare/contrast: Themes from the war music	Compose: Rap advertising the coming of the Americans in WW I	Evaluate: Raps about <u>Remember the Maine</u>
<b>PEOPLE</b>	Discuss: Effects of the New Deal Programs on the lives of most Americans	Game: Name the contributions of the New Deal Programs	Compare/contrast: Fashions of the 1920s with those of the 1930s – men and women	Produce: Four page newspaper of the Roaring 20s	Conclude: People's concerns in the 1930s about using cash or credit
<b>SELF</b>	Journal: Follow the character of your choice in <u>Summer of My German Soldier</u>	Select: Favorite part of story, <u>Dear America: Letters from Vietnam</u>	Analyze: Varied and unusual circumstances that led to US involvement in Vietnam	Plan: A Protest March. Spell out clear action steps. Topic: Your choice	Grade: Protest March plans