

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
U. S. History**

Date: October 2003

Subject Area: U.S. History

Proposed Grade Level(s): 11

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: None

BRIEF COURSE DESCRIPTION:

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the United States and the modern world. In addition, students draw upon their studies of world and United States history to examine current national and world issues and the growing interdependence of people throughout the world.

GENERAL GOALS/ PURPOSES:

United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U. S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state.

Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U. S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Students will:

- Develop socio-political literacy to understand different political and social systems, the relationship between a culture and its laws, and the differences between democratic and non-democratic systems.
- Develop an understanding of different cultural values, belief systems, rights, and responsibilities inherent in participatory citizenship.
- Develop analytical, critical thinking, and study skills, which help students understand major national and international dilemmas occurring today.

STUDENT READING COMPONENT:

Students read from original and supplemental texts as well as primary source documents that are accompanied by reading strategies and followed by measurable tasks. Students answer questions to test their comprehension

of the content.

STUDENT WRITING COMPONENT:

Writing tasks are designed to develop skills that will help students better analyze historical events and the cause and affect of these events. Students practice by writing compositions, narrating pictures, and editing in order to communicate effectively and accurately.

STUDENT ORAL COMPONENT:

The oral component consists of cooperative learning presentation activities to practice using vocabulary, and grammatical structures to express comprehension of historical events.

DETAILED UNITS OF INSTRUCTION:

Each unit covers activities in communication, vocabulary, grammar and culture with focus on a specific theme. The following timeline/outline of state standards for instruction is a guide only. The timeline can be adjusted to allow for student learning activities and projects. All standards can be covered within a flexible outline, allowing for a different sequencing of the units of study.

Specific suggestions for activities are listed in the Appendix.

Unit 1. The Nation's Beginnings (3 weeks)

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Unit 2. The United States 1800-1900 – Progressive Era (3 weeks)

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies such as those of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.

9. Understand the effect of political programs and activities of the Progressives (e. g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

Unit 3. Social Upheaval (3 weeks)

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e. g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e. g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

Unit 4. Globalization (3 weeks)

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U. S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

Unit 5. The Jazz Era (3 weeks)

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the 19th Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e. g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e. g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Unit 6. The Great Depression (3 weeks)

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Unit 7. World War II (4 weeks)

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U. S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e. g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e. g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U. S. home front, including the internment of Japanese Americans (e. g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U. S. economy.

Unit 8. The Cold War (3 weeks)

11.8 Students analyze the economic boom and social transformation of post World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural

technology.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Unit 9. Global Relations in the Post War Era (4 weeks)

11.9 Students analyze U. S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - ° The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - ° The Truman Doctrine
 - ° The Berlin Blockade
 - ° The Korean War
 - ° The Bay of Pigs invasion and the Cuban Missile Crisis
 - ° The Vietnam War
 - ° Latin American policy
 - ° Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
4. List the effects of foreign policy on domestic policies and vice versa (e. g., protests during the war in Vietnam, the "nuclear freeze" movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U. S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Unit 10. Civil Rights (3 weeks)

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e. g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King Jr's "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e. g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Unit 11. Changing Society (3 weeks)

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e. g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, and Social Science

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Please see Appendix.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners:** This course prepares students to be self-directed learners as they pursue mastering major concepts in both foreign and domestic policy, as well as economic, artistic and social developments.
- **Effective Communicators:** Students will become effective communicators as they develop critical thinking skills in reading, historical inquiry, oral presentation and historical quotations.
- **Quality Producer/Performers:** Students will initiate projects, set quality standards, and adapt to changing conditions.
- **Constructive Thinkers:** Students will critically analyze important historical events and resulting societal changes.
- **Collaborative Workers:** This course will help students develop an appreciation for the depth and diversity of the values and experiences required to be a collaborative worker in our nation and the world.
- **Responsible Citizens:** This course will help prepare students to identify issues that require social action, show a commitment to accept social responsibilities associated with citizenship, and to be participatory and responsible citizens in our democratic society.

Appendix

UNITED STATES HISTORY AND GEOGRAPHY CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

ELEVENTH GRADE UNITED STATES HISTORY AND GEOGRAPHY

Social Science Pre-Published Standards	Suggested Activities	Suggested Assessment Tools
<p>11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:</p> <ol style="list-style-type: none"> 1. The Enlightenment and the rise of democratic ideas as the context in which the nation was founded. 2. The ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights 3. The history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization 4. The effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power 	<ol style="list-style-type: none"> 1. Posters, Write a new law 2. Chart; Comic strip, newspaper 3. Role playing-federalist v. anti-federalist Video Marbury v. Madison 4. Warfare technology; 13th and 15th amendments; Hayes-Tilden campaign; Exodusters; Transcontinental railroad; patents; free silver; Indian reservations; closing of the frontier 	<p>Oral presentation or debate</p> <p>Visual display</p> <p>Debate Moral dilemmas,</p> <p>Quiz, Military collage, Oral presentations; Products; visual displays Political cartoon</p>

<p>11.2 Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe, in terms of:</p> <ol style="list-style-type: none"> 1. The effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair’s <i>The Jungle</i> 2. The changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class. 3. The effect of the Americanization movement. 4. The effect of urban political machines and responses by immigrants and middle-class reformers. 5. Corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. 6. The economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography. 7. The similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody). 8. The effect of political programs and activities of Populists. 9. The effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the 16th Amendment, Theodore Roosevelt). 	<p>“Far and Away”; (videos: excerpts only)</p> <ol style="list-style-type: none"> 2. Population density maps (changes over time) 3. Debate desirability of foreign workers filling low-paid, unskilled jobs 4. Nast political cartoons from the internet: “Boss Tweed” 5. Mergers and acquisition charts (corporate ownership charts: “Family Trees”); diagram formation of Rockefeller’s Standard Oil. 6. Compare variety of American farm and industry products to CIA World Fact Book (internet) lists of products of specific foreign countries; physical map and climate maps to show geographic reasons for routes of American expansion and diversity of American agriculture. 7. Panel discussion: students role play specific reformers; imaginary journal of reformer; posters to advertise a public speech of a reformer. 8. Read Populist speech and have students act as reporters interviewing speaker and filing newspaper stories; design Populist poster or handbill; conduct class discussion as if you are the Populist platform committee. 9. Draft exemplary law to improve railroad safety; create table of recent applications of 16th Amendment; group discussion of Teddy Roosevelt’s domestic policies; create a petition that might have been supported by the Children’s Bureau; create poster showing child labor conditions; letter from immigrant to family in the Old Country 	<p>Products of students’ creative work constitutes product to assess; additionally...</p> <p>Reaction paper to “Land Rush” scene</p> <p>Skit/role playing</p> <p>Essay on living new/old conditions (compare/contrast)</p> <p>“Who Am I” essay</p> <p>Political cartoons</p> <p>Compare charts</p> <p>Create map</p> <p>Videotape interviews of historical figures of this period, whether they are famous or are simply representative of various sectors of the population – laborers, factory owners, reformers, etc.</p> <p>Role play</p> <p>Display posters</p>
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Social Science Pre-Published Standards	Suggested Activities	Suggested Assessment Tools
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty, in terms of:</p> <ol style="list-style-type: none"> 1. The contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities) 2. The great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times 3. Incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism) 4. The expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century 5. The principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate concerning the issue of separation of church and state. 	<ol style="list-style-type: none"> 1. Chart of various activities by groups. 2. Venn diagram of programs and leaders 3. Create news stories of incidences after research 4. Map of migration of religious groups. 5. Student led debate of separation issues 	<p>Display charts</p> <p>Discuss charts after groups present them.</p> <p>Create newspaper.</p> <p>Display maps</p> <p>Participation in role play</p>
<p>11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century, in terms of:</p> <ol style="list-style-type: none"> 1. The purpose and the effects of the Open Door policy. 2. The Spanish-American War and U.S. expansion in the South Pacific. 3. The U.S. role in the Panama Revolution and the building of the Panama Canal. 4. Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches 5. The political, economic and social ramifications of World War I on the home front 	<ol style="list-style-type: none"> 1. Debate: "Was the Open Door Policy selfish?" 2. Map possessions gained through Spanish American War; travel brochures for new territories. 3. Estimate distances saved by the Panama Canal using scale of miles. 4. Chart or table of "Three Diplomatic Approaches" 5. (Excerpts, video) "All Quiet on the Western Front" 	<p>Research and chart the growth of industries that profited from WWI; essay on the anti-war reaction following WWI and how it delayed American entry into WWII</p> <p>Map of countries liberated by Western European powers following WWII: Can be done as an overlay or a PowerPoint presentation to animate the changes</p> <p>Political cartoon showing that Britain stood fast against Germany and the United States was now resisting the Soviet Union.</p>

Social Science Pre-Published Standards	Suggested Activities	Suggested Assessment Tools
<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:</p> <ol style="list-style-type: none"> 1. The policies of Warren Harding, Calvin Coolidge and Herbert Hoover. 2. The international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. 3. The passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition). 4. The passage of the 19th Amendment and the changing role of women in society. 5. The Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). 6. The growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. 7. The rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape 	<ol style="list-style-type: none"> 1. Compare and contrast their policies; Role play Timeline 2. Collage of new laws; word search Video 3. Design T-Shirt about 18th Amendment 4. 1920 Dress up day 5. TCI Display 6. Listen to KDKA first broadcast 7. Simulate an assembly line Video Clip of Great Gatsby 	<p>Display with poster and a presentation; Interview Oral Presentation</p> <p>Visual display; clue search Quiz</p> <p>Visual criteria met</p> <p>Written "I" Search</p> <p>TCI assessment</p> <p>Write a radio play</p> <p>Products; participation Reaction paper or short essay response</p>

<p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:</p> <ol style="list-style-type: none"> 1.The monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's. 2. The principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis 3. The human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impact in California 4. The effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam) 5. The advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California 	<ol style="list-style-type: none"> 1. Crossword puzzle to build vocabulary for understanding stock market of the 1920's and the internet economy today 2. Timeline of Stock Market crash and federal responses: Chart the economy against these federal experiments. 3. (video excerpts) "Grapes of Wrath"; Travel brochure of California as presented to Dust Bowlers. 4. Game board (like Monopoly) of public works and other federal programs 	<p>Comparison essay relating stock values during the run-up of the Roaring Twenties and the Internet "Dot Com" Initial Public Offerings (IPO's)</p> <p>Outline and list factors that led to the Stock Market crash.</p> <p>Write letter to relative in New York that describes life on a "Dust Bowl" farm in this period.</p> <p>Play game</p>
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Social Science Pre-Published Standards	Suggested Activities	Suggested Assessment Tools
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <ol style="list-style-type: none"> 1. The origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor 2. United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge 3. The role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442 Regimental Combat team, and the Navajo Codetalkers) 4. Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech) 5. The constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United State of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans 6. Major developments in aviation, weaponry, communication, and medicine and the War's impact on the location of American industry and use of resources 7. The decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki) 8. The effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy 	<ol style="list-style-type: none"> 1. Lecture discussion 2. Pearl Harbor Survivors talk; Re-enact battle scene 3. Film: The Time of Your Life or The Code Talkers 4. Recite "freedoms" speech 5. Re-enactment of case Video: America and the Holocaust <i>Rosie the Riveter</i> Posters 6. Assemble a model 7. Debate of Moral Dilemmas 8. Poster of aid 	<p>Quiz</p> <p>Questions presentation; finished product</p> <p>Quiz</p> <p>Participation</p> <p>Role play Activity Sheet Poster content</p> <p>Display</p> <p>Knowledge and presentation</p> <p>Visual display</p>

<p>11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:</p> <ol style="list-style-type: none"> 1. The growth of service sector, white collar, and professional sector jobs in government and business. 2. The significance of Mexican immigration and its relationship to the agricultural economy, especially in California. 3. Truman’s labor policy and congressional reaction to it. 4. New federal government spending on education (including the California Master Plan), defense, welfare, and interest on the national debt. 5. The increased powers of the presidency in response to the Great Depression, World War II and the Cold War. 6. The diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions. 7. The effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology. 8. Forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles) 	<p>This whole topic is perfect for charting: economic, demographic, etc.</p> <ol style="list-style-type: none"> 1. Press conference to announce and describe economic boom; advertise new jobs in these industries 2. Internet and library research on Mexican immigration and cultural impact 3. Word puzzle to introduce business and labor terminology. 4. From a predetermined amount, design a budget of federal expenditures for education, etc. 5. Chart of new cabinet positions and related agencies 6. Class builds large three-dimension map showing climate and products 7. Dioramas of important moments in technology 8. Costumed oral reports of post-WWI American culture; other visual arts: painting, mobile, mural, papier-mâché, etc. 	<p>Timeline of this period</p> <p>Reporters file stories and analyze the economic boom</p> <p>Collage of Latino culture</p> <p>Letter to the editor giving reasons for or against Truman’s intervention</p> <p>Compare your imaginary budget with the Truman proposal and actual expenditures.</p> <p>Display</p> <p>Presentations</p>
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<p>11.9 Students analyze United States foreign policy since World War II, in terms of:</p> <p>1. The establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.</p> <p>2. The role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.</p> <p>3. The origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting, the Truman Doctrine, the Berlin Blockade, the Korean War, the Bay of Pigs invasion and the Cuban Missile Crisis, atomic testing in the American west, "mutual assured destruction" doctrine, disarmament policies, the Vietnam War, Latin American policy and the economic relationships today.</p> <p>4. The effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam and the "nuclear freeze" movement)</p> <p>5. The role of the Reagan Administration and other factors in the victory of the West in the Cold War.</p> <p>6. The strategic, political, and economic factors in Middle East policy, including the Gulf War.</p> <p>7. U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues</p>	<p>1. Role Play—Model UN</p> <p>2. Lecture/Discussion Venn Diagram Map</p> <p>3. Video (McCarthy) Music of the 50's "Little Boxes" Timeline Movie—Testament</p> <p>4. Vietnam - music-dress up day – role play demonstrations</p> <p>5. Poster of Supply Side or Trickle Down Economics Overlay of Cold War Before & After Map</p> <p>6. Oil Production Flow Chart</p> <p>7. Farm worker Guest Speaker—La Rosa</p>	<p>Participation Quiz</p> <p>Finished Product—Oral Pres.</p> <p>Essay—Illustrated Story</p> <p>Display of Timelines in Class</p> <p>Reactionary paper</p> <p>Video tape Q & A</p> <p>Completion of role play</p> <p>Finished Product – Flow Chart</p> <p>Map Completed Correctly</p> <p>Chart Completed Correctly</p> <p>Report on UFW organization</p>

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<p>11.10 Students analyze federal civil rights and voting rights developments, in terms of:</p> <ol style="list-style-type: none"> 1. How demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948 2. The key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. 3. The collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education. 4. The role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King’s "Letter from Birmingham Jail" and "I Have a Dream" Speech. 5. The diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. 6. The passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process. 7. The women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women. 	<ol style="list-style-type: none"> 1. (Video excerpts) “Truman” 2. Mock court re-enactments of Supreme Court decisions. 3. Design pamphlets favorable to integration of higher education targeted to 1) white and 2) African American audiences 4. Analyze and compare the speeches of Abraham Lincoln, Martin Luther King, Jr., and (Native American) on the “American Dream”; role-playing three-panelist discussion of these figures; research projects leading to an illustrated Civil Rights Hall of Fame. 5. Maze of the twisting progress of civil rights from South to North. 6. Draft an original Voting Rights Act and compare it to the real one. 7. Discuss the progress of women’s rights as it has progress from suffrage to workplace issues 	<p>Products themselves can often serve as assessments.</p> <p>Fill out voter registration cards (all students); 18 year olds encouraged to mail them in.</p> <p>Participation in Mock Trial</p> <p>Presentation of pamphlets</p> <p>Role play of speeches Research project-Hall Of Fame</p> <p>Student-made flashcards with individuals’ photos and names are to be identified by civil rights contribution (labeled on back) each has made.</p> <p>Design banners for suffrage parade Riddles of Civil Rights contributors to be answered.</p>

<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:</p> <ol style="list-style-type: none"> 1. The reasons for the nation’s changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society 2. The significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy) 3. The changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure 4. The constitutional crisis originating from the Watergate scandal 5. The impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection and property rights 6. The persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies. 7. How the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out of wedlock births, and drug abuse. 	<ol style="list-style-type: none"> 1. Demographic Map Contributions of immigrants to U.S. 2. Internet Document research 3. 20’s Girl to Rosie “The Riveter” to the 90’s woman 4. Articles of Impeachment of Nixon and Clinton 5. Earth Day Appreciation Develop a personal environmental plan 6. Lecture/Disc. of National Health Care to Independent, Personal, or State provided Care 7. Timeline Graphs Venn Diagrams Lecture/Disc 	<p>Finished Product Collage-Chart-Data Base</p> <p>Compare and Contrast Essay Debate different positions of Presidents</p> <p>Graph—Divorce rates, education, employment rates overlapping each other</p> <p>Role Play – Judiciary Comm.</p> <p>Scheduling and implementing a personal assessment program</p> <p>Personal health care services i.e.: Heart, Cancer, Diabetes, immunizations, and Clinics for your own personal inventory</p> <p>Quiz—LEADING TO YOUR FINAL EXAM</p>
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