

ALCOSS: 11USHIL.1 (11.1 in 2004 COS, p. 74)
 Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.

- Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad.
- Identifying the changing role of the American farmer, including the establishment of the Grange movement and the Populist Party and agrarian rebellion over currency issues.
- Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I.
- Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Immigration Act regarding immigration quota.
- Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison.

<p>Mastered: Students can describe, recognize and evaluate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad - the changing role of the American farmer, including the establishment of the Grange movement and the Populist Party and agrarian rebellion over currency issues - the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I.</p>	<p>Present: Students will evaluate the actions of Andrew Carnegie in the development of the United States throughout the Gilded Age.</p>	<p>Going Forward: Students will analyze and evaluate the actions of the Industrial Captains and their influence on the development of Industrial America as well as labor movements in the U.S.</p>
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Present and Going Forward Vocabulary:
 Agrarian discontent, 1880—1890 immigration, J.D. Rockefeller. Gilded age, Horizontal and vertical integration, Andrew Carnegie, Denis Kearney, Central Pacific, Union Pacific, Promontory Utah, Populist party, “Native Americans” Eastern European Immigrants, Anti-combination laws, Haymarket square incident, Knights of Labor, Populist Party, Wilson Gorman Tariff, Pullman Strike, AF of L, Samuel Gompers, Aschan School of Arts, Gospel of wealth, The Leisure Class, Myth of the Self Made Man, , Charlotte Gilman, John Sullivan, Eugene Debs, Lewis Hine, Terence Powderly, Jacob Coxey, Mary Baker Eddy, Molly Maquires

Career Connections:
 Writer, Businessman, Data Analyst, Web Designer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
Good Carnegie or Bad Carnegie
 Each student will research Andrew Carnegie. He or she will watch the film by PBS, **Andrew Carnegie: The Richest Man in the World**. Then he or she will determine if Andrew Carnegie was a true Industrialist or a true “Robber Baron.” The student will think in terms of “good” Carnegie or “bad” Carnegie. As a final product, he or she will create a two-page explanation of his/her findings and develop a poster board or slide show. He/she will defend the findings of whether Carnegie was “good” or “bad.”

Literature Connections:

- Carnegie, A. The Gospel of Wealth (Little Books of Wisdom). Carlisle, MA: Applewood Books. 1998.
- Ambrose, S. E. Nothing Like it in the World: The Men Who Built the Transcontinental Railroad 1863-1869. NY: Simon & Schuster. 2001.
- Gomes, L. G. Crossing the Rio Grande: An Immigrants Life in the 1880s. Texas A&M University Press. 2006.

ALCOSS: 11USHII.2 (11.2 in 2004 COS, p. 5

Evaluate social and political origins, accomplishments, and limitations of Progressivism.

- Explaining the impact of the Populist Movement on the role of the federal government in American society.
- Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell.
- Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act.
- Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W.E.B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era.
- Assessing the significance of the public education movement initiated by Horace Mann.
- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation.

Mastered:

Students can identify and compare and contrast the social and political origins, accomplishments, and limitations of Progressivism; the impact of the Populist Movement on the role of the federal government in American society; the impact of muckrakers on public opinion during the Progressive movement; the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era; and the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation.

Present:

Students will demonstrate, interpret and perform the debates between Booker T. Washington and W. E. B. Du Bois and/or the Niagara Conference.

Going Forward:

Students will assess and evaluate the influence of the progressive movement on the political economic and social development of the United States.

Present and Going Forward Vocabulary:

Pure Food and Drug Act, Mann act, Yellow journalism , Manifest Destiny, Alfred T Mahan , McKinley Tariff ,Queen Liliukalani, Cleveland, Upton Sinclair, T. Roosevelt, Boxers, Open Door Policy, William Jennings Bryant, Gentlemen’s Agreement, Russo Japanese war, Treaty of Portsmouth, Thorstein Veblen, Social Gospel, Great White Fleet, Spheres of influence, Robert La Follette, Samuel Jones, Statehouse Progressivism ,WCTU, Nativism, 16 17 18 19 20 amendments, Wilson Hepburn Act, Eugene Debs, Taft, Monroe Doctrine, Roosevelt Corollary, Panama, Triangle Shirtwaist Fire, Women’s suffrage, Dollar Diplomacy, Louis Brandies, Underwood Simmons Tariff, Square Deal, Federal reserve Act, Intervention in Latin America, Payne, Aldrich Bill, New Freedom, Keating Owen Act, Platt Amendment, Man and Nature, Ida Tarbell, Emilio Aguinaldo, W.E.B. Du Bois, George Dewey, Jane Adams, Alice Paul, John Hay, Joseph Pulitzer, Elihu Root, Political reform for the people, Progressive Party, Big Stick, John Pershing, Henry Cabot Lodge, Lincoln Steffens

Career Connections:

Debater, Public speaker, Historian, Writer, Actor, Playwright, Interpreter, Costume Designer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Debating History

One or two students will perform the debate between Booker T. Washington and W.E.B. Du Bois. If one student is doing this project, he or she should assume the part of both characters changing props or simple costumes and stance while doing the debate. If two students are performing the debate they should choose opposing characters. Students must dress in period attire and speak in the language of the character. A brief introduction to the debate should be given, as well as the outcome of the debate on the African American community in the United States. The debate should be performed in proper debate format, following Rogers Rules of Debate. Both positions should be written in dialogue form or scripted. The presentation should last 15 minutes from start to finish.

Students may choose to apply the same debate activity to speeches and/or debates of the Niagara Conference and the women’s movement.

Literature Connections:

- Rough Riders: http://en.wikipedia.org/wiki/Rough_Riders
- 55 days at Peking (movie): http://en.wikipedia.org/wiki/55_Days_at_Peking
- Washington, B.T. Up From Slavery. Mineola, NY: Dover Publications. 1995.
- Sinclair, U. The Jungle. NY: Bantam Classics. 1981.
- Carnegie, A. The Gospel of Wealth (Little Books of Wisdom). Carlisle, MA: Applewood Books. 1998.
- Mahan, A. T. Influence of Sea Power Upon History, 1660-1783. Mineola, NY: Dover Publications. 1987.
- Miller, S. C. Benevolent Assimilation: The American Conquest of the Philippines, 1899-1903. New Haven, CT: Yale University Press. 1984.

ALCOSS: 11USHIL.3 (11.3 in 2004 COS, p. 76)

Explain the United States’ changing role in the early twentieth century as a world power.

- Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS Maine, and economic interests in Cuba.
- Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt.
- Describing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and Caribbean.
- Analyzing the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.
- Appraising Alabama’s contributions to the United States between Reconstruction and World War I, including those of William Crawford Gorgas, Joseph Wheeler, and John Tyler Morgan.
- Evaluating the role of the Open Door policy and the Roosevelt Corollary on America’s expanding economic and geographic interests.
- Comparing the executive leadership represented by William Howard Taft’s Dollar Diplomacy, Theodore Roosevelt’s Big Stick Diplomacy, and Woodrow Wilson’s Moral Diplomacy.

<p>Mastered: Students can explain, locate, and recognize the United States' changing role in the early twentieth century as a world power, including the role of the Rough Riders on the iconic status of President Theodore Roosevelt, the Spanish-American War, the Treaty of Paris of 1898, insurgency in the Philippines, territorial expansion in the Pacific and Caribbean, the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests, the role of the Open Door policy and the Roosevelt Corollary on America's expanding economic and geographic interests, and the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy.</p>	<p>Present: Students will design and formulate "Yellow Journalism" from the perspective of Central and South America during the time frame of American Expansionism.</p>	<p>Going Forward: Students will evaluate why and how the events of the Spanish American War and U.S. foreign policy toward China directly or indirectly affected U.S. and Japanese relations which led to the attack on Pearl Harbor.</p>
<p>Present and Going Forward Vocabulary: Alfred T Mahan , McKinley Tariff, Queen Liliukalani, John Hay, Joseph Pulitzer, Elihu Root, Henry Cabot Lodge, Lincoln Stephens, George Dewey, Emilio Aquinaldo, Platt Amendment, Great White Fleet, Dollar Diplomacy, Louis Brandies, Underwood Simmons Tariff, Square Deal, Federal reserve Act, Intervention in Latin America, US Virgin Islands, Payne Aldrich Bill, Big Stick, John Pershing, T Roosevelt, Boxers, Open Door Policy, William Jennings Bryant, Gentlemen's Agreement, Russo Japanese war, Treaty of Portsmouth, Thorstein Veblen</p>		

Career Connections:

Journalist, Reporter, Artists, Photographer, Web Designer, United Nations Ambassador.

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Yellow Journalism Newspaper

Students will choose one Central or South American Country. Through the use of "Yellow Journalism," each student will create a two to three page newspaper full of pictures and stories explaining the effects of the Roosevelt Corollary (Monroe Doctrine) on the chosen Central or South American country. This must be written from the perspective of one of these nations and NOT from the perspective of the United States. The newspaper may be created in a paper or digital format.

Literature Connections:

- Rough Riders: http://en.wikipedia.org/wiki/Rough_Riders
- 55 Days at Peking (movie): http://en.wikipedia.org/wiki/55_Days_at_Peking
- Sand Pebbles (movie): [http://en.wikipedia.org/wiki/The_Sand_Pebbles_\(film\)](http://en.wikipedia.org/wiki/The_Sand_Pebbles_(film))
- Miller, S. C. Benevolent Assimilation: The American Conquest of the Philippines, 1899-1903. New Haven, CT: Yale University Press. 1984.

<p>ALCOSS: 11USHIL.4 (11.4 in 2004 COS, p. 76)</p> <p>Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes.</p> <ul style="list-style-type: none"> • Identifying the role of militarism, alliances, imperialism, and nationalism in World War I. • Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations. • Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, which provided opportunities for the rise of fascist states in Germany, Italy, and Spain. • Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries. 		
<p>Mastered:</p> <p>Students can understand the role of militarism, alliances, imperialism, and nationalism in World War I; explain controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations; explain how the Treaty of Versailles led to worsening economic and political conditions in Europe, which provided opportunities for the rise of fascist states in Germany, Italy, and Spain; and, identify boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries.</p>	<p>Present:</p> <p>Students will demonstrate and present a complete understanding of the use of Propaganda during WW I using art and music on a slideshow.</p>	<p>Going Forward:</p> <p>Students will analyze U.S. politics of the time period in relation to conservative congressmen vs. President Wilson on the topic of the signing/passing of the Treaty of Versailles.</p>
<p>Present and Going Forward Vocabulary:</p> <p>George Creel, Allied Powers, Central Powers, Zimmerman telegram, <i>Sussex</i>, AEF, Mexican Migration, WWI, Liberty Cabbage, Liberty Steak, Wilson’s war aims, Poncho Villa, European conditions in 1919, Peace to end all Peace.</p>		

Career Connections:
 Historian, Military Analyst, State Department, Propagandist, Graphic Artist, Graphic Design

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

WAR!

Students will create and present to the class four U.S. Propaganda posters dealing with the U.S. involvement in WW I. Two posters must be FOR the war and two posters must be AGAINST the war. The posters need to be placed on a power-point or any other slide show program with a brief explanation of the target audience. The students must include background music from this time period. Existing posters must not be used; this must be a poster created by the student.

Literature Connections:

- Fromkin, D. Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East. NY: Holt Paperbacks. 2001.
- World War I: General John J. Pershing: <http://militaryhistory.about.com/od/1900s/p/pershing.htm>
- Sergeant York: http://en.wikipedia.org/wiki/Sergeant_York

ALCOSS: 11USHIL.5 (11.5 in 2004 COS, p. 77)

Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald.

- Analyzing radio, movies, newspapers, and popular magazines for their impact on the creation of mass culture.
- Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s.
- Determining the relationship between technological innovations and the creation of increased leisure time.

Mastered:

Students can evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, and understand the impact of literature radio and movies on the development of the U.S.

Present:

Students will demonstrate and expand their knowledge of a specific theme occurring in the 1920s.
Students will demonstrate a complete understanding of the time frame through the creation of a 1920s skit.

Going Forward:

Students will analyze why and how the social activity of the United States in the 1920s directly led to the Great Depression.

Present and Going Forward Vocabulary:

KKK 1920s, League of Nations, John T Scopes Trial, Harlem Renaissance, War Boards, American farming 1921-1929, Charles Lindbergh, Palmer raids, "Lost Generation," Harding, Coolidge, Russo-Japanese War, "American Jingoism", Yellow Journalism, Treaty of Versailles, Sinclair Lewis, F. Scott Fitzgerald, D.W. Griffith, "clear and Present danger" Hooverize, Prohibition, Immigration act 1921, National Origin Act 1924, Andrew Mellon, Teapot Dome Scandal, Election of 1920, Post WWI race relations in U.S., Presidents of the 1920's, Al Smith, Clarence Darrow, Babe Ruth, H.L. Mencken, Vittorio Orlando, J.J. Pershing, Will Rogers, Margaret Sanger, Lloyd George, Albert Fall, Al Jolson, Modern revivalism, Ohio Gang, 14 points each of them, Why congress hated 14 points.

Career Connections:

Historian, Curator, Writer, Actor, Playwright, Costume Designer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Acting Up in the 1920's

Students will create a 20 minute skit that incorporates one of the major themes of the 1920s. For example, students may choose gangsters, flappers, Red Scare, or Scopes Trial. They must have at least six characters with equal speaking time and use 60 "jingoism" terms. Students may create a musical or a play, but both must include costume design and period music.

Literature Connections:

- Chicago (musical): [http://en.wikipedia.org/wiki/Chicago_\(musical\)](http://en.wikipedia.org/wiki/Chicago_(musical))
- Harlem Nights (movie): http://en.wikipedia.org/wiki/Harlem_Nights
- Untouchables (movie): [http://en.wikipedia.org/wiki/The_Untouchables_\(film\)](http://en.wikipedia.org/wiki/The_Untouchables_(film))
- Inherit the Wind (movie): http://en.wikipedia.org/wiki/Inherit_the_Wind
- Fitzgerald, F. S. *The Great Gatsby*. NY: Scribner. 2004.
- Lewis, S. *Our Mr. Wrenn: The Romantic Adventures of a Gentle Man*. University of Virginia library: Electronic Text Center. <http://etext.lib.virginia.edu/toc/modeng/public/LewWren.html>

ALCOSS: 11USHIL.6 (11.6 in 2004 COS, p. 77)

Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929.

- Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.
- Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.
- Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston.
- Analyzing the Great Depression for its impact on the American family.

<p>Mastered: Students can describe, identify and assess the events of the 1920s, both foreign and domestic that lead to the stock market crash.</p>	<p>Present: Students will synthesize information in regards to the affects of the stock market crash on the individual American businessman.</p>	<p>Going Forward: Students will analyze why the first time in American History the term “Youth Gone Wild” applied to the 1920s.</p>
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Present and Going Forward Vocabulary:
Hooverize, Prohibition, Immigration act 1921, National Origin Act 1924, Andrew Melon, American farming 1921-1929, Charles Lindbergh, Palmer raids, “Lost Generation”, Harding, Coolidge, “buy now pay later”

Career Connections:
Stock Broker, Online Investor, Writer, Analyst

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
Journaling the Stock Market Crash
 Students will create a three day diary entry from the perspective of a stock broker who works on the floor of the Stock Exchange on Wall Street for the dates of Oct 28th, 29th, and 30th in 1929. They will include details of the people and events surrounding the character on those days, paying close attention to the 29th and the actual “being” on the floor as the events unfolded. Did this stock broker have a job the next day?

- Literature Connections:**
- The Wall Street Crash: [http://en.wikipedia.org/wiki/Wall Street Crash of 1929](http://en.wikipedia.org/wiki/Wall_Street_Crash_of_1929)
 - The Wall Street Crash: <http://www.eyewitnesstohistory.com/snpmech5.htm>
 - Steinbeck, J. Grapes of Wrath. NY: Penguin Books. 1992.
 - Blumenthal, K. Six Days in October: The Stock Market Crash of 1929. NY: Atheneum Books for Young Readers. 2002.
 - Blumenthal, K. Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition. NY: Flash Point. 2011.

ALCOSS: 11USHII.7 (11.6 in 2004 COS, p. 77)
 Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act.

- Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.

<p>Mastered: Students can identify strengths and weaknesses of the New Deal in managing problems of the Great Depression.</p>	<p>Present: Students will analyze cause and effect of perception on the social responses of the American People in the 20th century and the 21st century. Students will analyze the effects of the media on public perception and draw a</p>	<p>Going Forward : Students will examine and interpret the 1933 London Conference and the outcome in relation to the rise of FDR, Hitler and Mussolini.</p>
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	conclusion based on the time frame of the media release.	
Present and Going Forward Vocabulary: Perception, Presidential Image, New Deal, AAA, NRA, PWC, TVA, CCC, Social Security Act, WPA, HOLC		

Career Connections:
Political Advisor, Media Journalist, Cameraman, Reporter, Analyst

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
Media Report
Students will create a media report release exposing Franklin Delano Roosevelt’s physical disabilities. Students will create a second media report release explaining the response of the American people based on perspectives from the 1930’s. Would he have been able to be reelected and would the New Deal have been successful if the public was aware of his handicap? Then determine if FDR had lived in the 21st century and been president facing similar economic issues, would he be reelected and would policies be successful if the public were aware of his handicap?

Literature Connections:

- Soul Surfer: [http://en.wikipedia.org/wiki/Soul_Surfer_\(film\)](http://en.wikipedia.org/wiki/Soul_Surfer_(film))
- Soul Surfer: <http://soulsurfer.com/>
- The Great Depression: http://en.wikipedia.org/wiki/Great_Depression
- The fire side chats of Franklin D. Roosevelt: <http://www.mhric.org/fdr/fdr.html>
- Lindenmeyer, K. The Greatest Generation Grows Up: American Childhood in the 1930s. Landham, MD: Ivan R. Dee. 2005.
- Fettmann, E. FDR’s Deadly Secret. NY: Public Affairs. 2010.
- Bolden, T. FDR’s Alphabet Soup: New Deal America 1932-1939. NY: Knopf Books for Young Readers. 2010.
- Hilding, N.E. Muffet and the Dust Storm: Story of an Iowa Farm Girl During the Drought & Depression of the 1930s. Seattle, WA: CreateSpace Independent Publishing Platform. 2011.
- Levin, L.L. The Making of FDR: The Story of Stephen T. Early, America’s First Modern Press Secretary. NY: Prometheus Books. 2008.

ALCOSS: 11USHII.8 (11.7 in 2004 COS, p. 78)
Summarize events leading to World War II, including the militarization of the Rhineland, Germany’s seizure of Austria and Czechoslovakia, Japan’s invasion of China, and the Rape of Nanjing

- Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe.
- Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States’ foreign policy.
- Identifying roles of significant World War II leaders.
Examples: Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler
- Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland.

<p>Mastered: Students can evaluate the impact of fascism, Nazism, and communism on growing conflicts in Europe, identify roles of significant World War II leaders, and identify the problems of appeasement.</p>	<p>Present: Students will evaluate the similarities of the rise of Hitler in Germany with the elections of FDR in the U.S.</p>	<p>Going Forward: Students will assess the validity of the following statement: The actions of the United States government in the 1930s were more geared toward War than neutrality.</p>
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Present and Going Forward Vocabulary:

The American Home Front, Japanese Americans and treatment, WWI and WWII conscription policies, Pearl Harbor, Reason for an economic boom after WW II, Kellogg Briand Pact, Good Neighbor policy, FDR as an internationalist, Recognition of the Soviet Union, Appeasement, Neutrality Act, Lend lease act, Spanish Civil war, “Quarantine speech” FDR, Munich conference, Poland 1939, Fall of France and U.S. response, Atlantic Charter, War Production Board, Office of Price Administration, War Labor Board, Fair employment practices commission, IWW, Women in the home front, Wendell Willkie, A Phillip Randolph, Henry Kaiser, Harry Truman, Douglas MacArthur, Gerald Nye, Charles Lindbergh

Career Connections:

Graphic Artist, Author, Historian

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Graphic Novel

Students will create a graphic novel that compares the rise of Adolph Hitler with the elections and presidency of Franklin Delano Roosevelt. They will include the economies of the U.S. and of Germany, the social outlook and media usage of the citizens of each country, and the political approach of both men. Students may create this in digital format or paper format. A minimum of ten pages is required to be in the novel, not counting the cover.

Literature Connections:

- Spiegelman, A. Maus: A survivor’s tale. NY: Pantheon. 1993.
- Maus: <http://en.wikipedia.org/wiki/Maus>
- The Rise of Hitler: <http://www.historyplace.com/worldwar2/riseofhitler/>
- Levin, L.L. The Making of FDR: The story of Stephen T. Early, America’s First Modern Press Secretary. NY: Prometheus Books. 2008.

ALCOSS: 11USHII.9 (11.7 in 2004 COS, p. 78)

Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and Yalta and Potsdam Conferences.

- Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion.
- Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings.
- Explaining reasons for and results of dropping atomic bombs on Japan.
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention.

Mastered:

Students can identify, explain and locate the major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and Yalta and Potsdam Conferences.

Present:

Students will analyze the allied strategy of WWII through the study of aerial maps and photos of the battles and campaigns fought either in Europe or the Pacific.

Going Forward:

Students will analyze the dropping of the Atomic bombs on Japan. Were they dropped to end the war with Japan or were they dropped to intimidate the Soviet Union?

Present and Going Forward Vocabulary:

Operation Dynamo, Operation Sea Lion, Operation Overlord, Operation Market Garden, Battle of the Bulge, Philippines, Hiroshima ,El Alamein, Stalingrad, Guadalcanal, Tokyo, Casablanca, Dunkirk, Normandy, Battle of Britain, Czechoslovakia, Dutch East Indies, Douglas Macarthur, Admiral Chester Nimitz, The Big Three, Rainbow 6, Operation torch, Double V, Winston Churchill, Joseph Stalin, George Patton, Bernard Montgomery, Pearl Harbor, Corrigidor, Iwo Jima, Okinawa, Hiroshima, Nagasaki, Enola Gay, Bocks Car, Little Boy and the Fat Man, Tokyo trials

Career Connections:

Historian, Sculptor, Writer, Painter, Cartographer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Diorama

Students will create four dioramas depicting the battles of WWII. The dioramas will be created on 1'x1' board or foam core. Each should be three-dimensional and demonstrate knowledge of the battle by providing an aerial view of the entire battle, not just a specific part of a battle. Allied and Axis troops should be clearly identified by a color key located in the bottom right of the dioramas, such as blue for allies and red for axis. A brief description of the battle should be attached to the board with dates, casualties, victor, and impact of this battle on the outcome of WWII. Students must choose either the European theater or the Pacific theater.

Literature Connections:

- Movies:
 - The Longest Day: [http://en.wikipedia.org/wiki/The_Longest_Day_\(film\)](http://en.wikipedia.org/wiki/The_Longest_Day_(film))
 - A Bridge to Far: [http://en.wikipedia.org/wiki/A_Bridge_Too_Far_\(film\)](http://en.wikipedia.org/wiki/A_Bridge_Too_Far_(film))
 - 30 Seconds over Tokyo: http://en.wikipedia.org/wiki/Thirty_Seconds_Over_Tokyo
 - They Were Expendable: http://en.wikipedia.org/wiki/They_Were_Expendable
 - Guadalcanal Diary: [http://en.wikipedia.org/wiki/Guadalcanal_Diary_\(film\)](http://en.wikipedia.org/wiki/Guadalcanal_Diary_(film))
- Desert Fox: http://en.wikipedia.org/wiki/The_Desert_Fox:_The_Story_of_Rommel
- The Battle of the Bulge: http://en.wikipedia.org/wiki/Battle_of_the_Bulge
- United Nations: <http://www.un.org/en/>
- United Nations: <http://www.nationsencyclopedia.com/United-Nations/index.html>
- Iwo Jima: <http://www.iwojima.com/> or http://en.wikipedia.org/wiki/Iwo_Jima
- Okinawa: http://en.wikipedia.org/wiki/Battle_of_Okinawa
- Chang, I. *The Rape of Nanking: The Forgotten Holocaust of World War II*. NY: Basic Books. 1997.
- Prange, G. *At Dawn We Slept: The Untold Story of Pearl Harbor*. NY: Penguin Books. 1982.

ALCOSS: 11USHII.10 (11.7 in 2004 COS, p. 78)

Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African American community, racial and ethnic tensions, the G. I. Bill of Rights of 1944, and desegregation of the military.

- Describing Alabama's participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases.

Mastered:

Students can recognize, identify, and explain the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African American community, racial and ethnic tensions, the G. I. Bill of Rights of 1944, and desegregation of the military.

Present:

Students will analyze and interpret the U.S. Governments policy toward the usage of minorities during WWII and the potential benefits this use did for the advancement of rights for African Americans, Native Americans, and women in the United States.

Going Forward:

Students will interpret documents, primary sources and analyze the reasons for the need for civil rights and gender equality in the United States as a result of African American, Native American and Women's participation in WWII.

Present and Going Forward Vocabulary:

War Production Board, Office of Price Administration, War Labor Board, Fair employment practices commission, IWW, Women on the home front, Wendell Willkie, A Phillip Randolph, Henry Kaiser, Gerald Nye, Charles Lindbergh, Rosie Riveter, Capt. Benjamin O. Davis Jr., American Magic and the Native American Code Talkers, 99th and 302nd Squadrons

Career Connections:

Historian, Author, Web Page Designer, Graphic Designer, Artist, Lawyer, Lobbyist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Web Page Design

Students will research and create a Web page that illustrates the political, social, and economic impact of three Americans who served their country during WWII, either on the Home Front or in the Military. They will address the issue as to why each person would serve a country that has limited his or her rights and freedoms, and how did each service change America. One person must be an African American, one must be a Native American, and one must be a woman. This should be an informative and interactive Web page using graphics and text. You may include sounds, animation, and/or videos.

Literature Connections:

- Tuskegee Airmen: <http://www.tuskegeeairmen.org/>
http://en.wikipedia.org/wiki/Tuskegee_Airmen
<http://tuskegeeairmennationalmuseum.org/>
- Red Tails (movie): http://en.wikipedia.org/wiki/Red_Tails
- Wind Talker (movie): <http://en.wikipedia.org/wiki/Windtalkers>
- Code Breakers (movie): http://en.wikipedia.org/wiki/The_Codebreakers
- Lewin, R. *The American Magic Codes, Ciphers and the Defeat of Japan*. NY: Straus & Giroux. 1982.

ALCOSS: 11USHII.11 (11.8 in 2004 COS, p. 78)

Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).

- Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg.
- Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China.

Mastered:

Students can define and evaluate the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO), as well as issues such as, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg.

Present:

Students will analyze, create, and perform a cold war song.

Going Forward:

Students will assess the validity of the effects of COLD War music on the youth and culture of Americans in the 1960s, 1970s and 1980s.

Present and Going Forward Vocabulary:

Brown V. Board of Education, Plessey V. Ferguson, Harry Truman, Eisenhower farewell address, Joseph McCarthy, Marshall Plan, Rock and roll, Sputnik, NATO, Suburbia 1950's, Red Scare, Congress vetoes Truman twice, Yalta Conference, UN, Taft Hartley Act, Richard Nixon as VP, IKE's Presidential promise, SNCC, IKE's policy toward Indians, IKE'S policy towards civil rights, "New Look", DIENBIENPHU, Invisible man, Geneva convention), Shah Reza Pahlavi, Paris Summit, U2 Incident, Berlin 1948, George Kennan, Truman Doctrine, Suez Canal crisis, 1948 election, Containment, Domino theory, Strom Thurmond, Henry Wallace, Thomas Dewey, MacArthur fired, Brest-Litovsk, Intervention, Iron Curtain, Berlin Airlift, Coexistence, Warsaw Pact, NASA

Career Connections:

Historian, Musician, Song Writer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Affecting Others Through Music

Students will analyze the lyrics of several cold war songs from the 1960's through the 1980's using the question "How did the lyrics influence the youth of that time period?" Students will write an original Cold War Song. The lyrics may be set to original music created by the students, existing music, or no music at all. The students will need to provide a synopsis of the target audience. The message should be evident in the lyrics. The song should not be overly repetitive.

Literature Connections:

- Songs:
 - Billy Joel. We Didn't Start the Fire: http://en.wikipedia.org/wiki/We_Didn't_Start_the_Fire
<http://www.youtube.com/watch?v=eFTLKWw542g>
 - Living Colour. Cult of Personality: [http://en.wikipedia.org/wiki/Cult_of_Personality_\(song\)](http://en.wikipedia.org/wiki/Cult_of_Personality_(song))
<http://www.youtube.com/watch?v=7xxgRUyzgs0>
 - The Beatles. Back in the USSR: http://en.wikipedia.org/wiki/Back_in_the_U.S.S.R.
<http://www.youtube.com/watch?v=PxyISsA0Oh0>
 - Nena. 99 Red Balloons (originally 99 Luftballons): http://en.wikipedia.org/wiki/99_Luftballons
<http://www.youtube.com/watch?v=14IRDDnEPR4>

ALCOSS: 11USHII.12 (11.9 in 2004 COS, p. 78)

Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations.

- Describing Alabama's role in the space program under the New Frontier.
- Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis.

Mastered:

Students can analyze and define the effects of John F. Kennedy and Lyndon B. Johnson Administrations, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis, NASA, and the New Frontier.

Present:

Students will predict the possibility of an alternate history by analyzing the cause and effects of the landing on the moon and the civil rights act.

Going Forward:

Students will evaluate how Kennedy's response to the Bay of Pigs affected his approach to foreign policy.

Present and Going Forward Vocabulary:

New Frontier ,Great Society, Kennedy on Civil Rights, Little Rock Arkansas, Freedom Riders, March on Washington, James Earl Ray, George Wallace, Jack Ruby, Medgar Evans, Lee Harvey Oswald LBJ as President, Great Society, Civil rights act 64-65, 1968 Democratic convention, 1962-63 Supreme court on religion

Career Connections:

Historian, Author, Astronaut, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
What if in the Alternate History?
 Alternate history: What if the Soviet Union had landed on the moon first? What if LBJ had never signed the Civil Rights Act? Students will choose one question or develop an alternate event to determine how this alternate event might have affected the development of The United States and the outcome of the Cold War? Students will create a timeline that compares the student’s alternate outcome with the historical outcome. The student must show at least ten topics or outcomes affected by the alternate event. The student may either display the timeline across several poster boards or using a computer program or Web site.

- Literature Connections:**
- Shepard, A, Slayton, D. & Barbree, J. Moon Shot: The Inside Story of America’s Apollo Moon Landings. NY: Open Road Media. 2011.
 - From Earth to the Moon (TV Miniseries)
[http://en.wikipedia.org/wiki/From_the_Earth_to_the_Moon_\(TV_miniseries\)](http://en.wikipedia.org/wiki/From_the_Earth_to_the_Moon_(TV_miniseries))
 - Grooms, A. Bombingham. Newton, KS: Paw Prints. 2008.

ALCOSS: 11USHIL13 (11.11 in 2004 COS, p. 79)
 Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.

- Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites.
- Describing the creation of North and South Vietnam.

<p>Mastered: Students can identify and illustrate a timeline of the course of the involvement of the United States in Vietnam from the 1950s to 1975. Students can locate on a map 17 II Vietnam, the Ho Chi Minh Trail, and major battle sites in Vietnam.</p>	<p>Present: Students will interpret three points of view from the perspective of The United States, the South Vietnamese and that of the North Vietnamese Design and perform a news report from the perspective of an American, South Vietnamese and North Vietnamese journalist/war correspondent.</p>	<p>Going Forward: Students will evaluate the validity of the following statement, “Only Nixon could go to China.”</p>
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Present and Going Forward Vocabulary:
 Gulf of Tonkin Resolution, L.B. Johnson, Ho Chi Minh, Ho Chi Minh trail, Bombing Cambodia, Viet Cong, NVA, Nixon Doctrine, Vietnamization, 1973 cease fire, War Powers Act, The constitutional conflict of the Korean and Vietnam conflicts, Compare 1898 Philippines with 1960’s Vietnam, carpet bombing

Career Connections:
 Journalist, News Media, Cameraman, Reporter, Freelance Writer/Photographer, Historian

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
This Just In...
 Students will design and perform three news reports from the perspectives of American, South Vietnamese, and North Vietnamese journalist/war correspondents. These reports can either be filmed or created for online broadcast posting. They must be brief and informative, quickly getting the attention of the audience. The students only have five minutes for each perspective. These three reports are from the point of view of each reporter. The reports will take place either on one of the battlefields of Vietnam or in one of the villages or cities located throughout Vietnam, Laos, or Cambodia.

Literature Connections:

- The Green Berets (movie): [http://en.wikipedia.org/wiki/The_Green_Berets_\(film\)](http://en.wikipedia.org/wiki/The_Green_Berets_(film))
- Good Morning, Vietnam (movie): http://en.wikipedia.org/wiki/Good_Morning_Vietnam
- Scott, L. B. Charlie Mike. NY: Ballantine Books. 1988.
- Whitcomb, D.D. The Rescue of Bat 21. Annapolis, MD: Naval Institute Press. 1998.
- McDonough, J. R. Platoon Leader: A Memoir of Command in Combat. NY: Presidio Press Book. 1985.

ALCOSS: 11USHII.14 (11.12 in 2004 COS, p. 78)

Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March.

- Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers.
- Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children’s March, and key local persons and events.
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement.
- Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston.

Mastered:

Students can describe the federal government’s involvement in the modern Civil Rights Movement, contributions of individuals and groups to the modern Civil Rights Movement, the development of a Black Power movement, and economic impact of African-American entrepreneurs on the modern Civil Rights Movement.

Present:

Students will justify the need for a movement in order to change an existing policy.

Going Forward:

Students will analyze and address the following statement: The United States has, since its creation, restricted Civil Rights on groups of people. Following the 1964-65 civil rights acts, where and why has the United States limited civil rights.

Present and Going Forward Vocabulary:

Passive resistance, Sit-in’s 1950’s-60’s, SCLC, SNCC, Black Panthers, Malcolm X v. Martin Luther King, right to protest and freedom of assembly, Kennedy on Civil Rights, Little Rock Arkansas, Freedom Riders, March on Washington

Career Connections:

Lobbyists, Union Representative, Event Organizer, Politician, Manager

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Let's Create Change!

Each student will plan, develop, and create a movement within his or her school that will attempt to change a policy, rule, or regulation that affects the student body. The movement must follow the guidelines and teachings of Martin Luther King, Jr. and/or the SCLC. Include an organization plan and platform, posters, and a written reason for the movement with a list of objectives.

Literature Connections:

- Malcom X. Autobiography of Malcolm X. NY: Penguin Popular Classics. 2007.
- Grooms, A. Bombingham. Newton, KS: Paw Prints. 2008.
- Williams, J. Eyes on the Prize: America's Civil Rights Years, 1954-1965. Newton, KS: Paw Prints. 2008.

ALCOSS: 11USHII.15 (11.13 in 2004 COS, p. 80)

Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.

Mastered:

Students can describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.

Present:

Students will interpret and present the ideas of the counter culture revolution.

Going Forward:

Students will analyze the need to understand social history on the development of the United States and evaluate how social trends affect America's economy and political platforms.

Present and Going Forward Vocabulary:

Woodstock, Counter Culture, Mario Savio, University of Berkley, Jimi Hendrix, Doors, Grateful Dead, Andy Warhol, Edie Sedgwick

Career Connections:

Musician, Artist, Costume Designer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Hippie Day!

Students can dress up in Hippie period attire and present the Hippie counter culture perspective of America during the 1960s and early 1970s. They will be able to explain their outfit or dress. They will also design two original protest posters. One poster should reflect something from the Hippie time period, such as an Anti-Vietnam war poster and one poster should deal with a current event at their schools, such as school uniforms or lunch. Presentation of the posters to the class should not last more than five minutes.

Literature Connections:

- Kurlansky, M. 1968: The Year That Rocked the World. NY: Random House. 2005.
- Healey, T. The 1960's. Mankato, MN: Sea-to-Sea Publications. 2006.
- Groom, E. Forrest Gump. NY: Random House. 2012.
- Musicals:
 - Hair: [http://en.wikipedia.org/wiki/Hair_\(musical\)](http://en.wikipedia.org/wiki/Hair_(musical))
 - Hairspray: [http://en.wikipedia.org/wiki/Hairspray_\(musical\)](http://en.wikipedia.org/wiki/Hairspray_(musical))

ALCOSS: 11USHII.16 (11.14 in 2004 COS, p. 80)

Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.

Examples: Nixon's policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of

William —Bill Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama

<p>Mastered: Students can describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.</p>	<p>Present: Students will demonstrate a complete understanding of the impeachment process and Hypothesize and Predict the actions and consequences of the impeachment of a U.S. president.</p>	<p>Going Forward: Students will evaluate the changing trends in the power of the White House in the American Government whether or not the President still holds the same command and control as previous presidents have in a multimedia world.</p>
<p>Present and Going Forward Vocabulary: Iran Contra scandal, impeachment, Glasnost, INF, Desert Storm, Desert Shield, NAFTA, Trickle Down Economics, Yeltsen, Sandra Day O’Conner</p>		

Career Connections:

Judge, Lawyer, Politician, Advisor

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

What if in the Alternate History?

Alternative History: Create the Impeachment of President Nixon and President Reagan.

Students will draw up the charges and predict the possible outcome of the impeachment process. They will demonstrate knowledge of the process and the potential results of the impeachment. They must explain why Nixon and Reagan are being impeached and include a description of the charges. The students must also list the key characters of the time period who would most likely preside at the impeachment.

Literature Connections:

- Woodward, B. & Bernstein, C. *All the President’s Men*. NY: Simon & Schuster. 1974.
- Kuntz, P. (Ed.). *The Evidence: Starr Report*. NY: Simon & Schuster. 1998.
- Herring, G.C. *The Pentagon Papers*. NY: McGraw-Hill. 1993.