

<p><b>ALCOSS 6.1</b> (6.2 in 2004 COS, p. 42)                  Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.</p>		
<p><b>Mastered:</b>                  Students can identify industrialization and urbanization and explain how the rapid growth of major cities impacted the United States.</p>	<p><b>Present:</b>                  Students will be able to evaluate the long-term impact of industrialization and urbanization, and analyze how cities changed and adapted to meet the evolving needs of the citizens.</p>	<p><b>Going Forward:</b>                  Students will predict areas of future growth in the United States. They will choose one location and develop a plan to expand the city's infrastructure, housing, and city services to meet the needs of a growing, modern population.</p>
<p><b>Present and Going Forward Vocabulary:</b>                  Industrialization, urbanization, communication, cultural changes, urban planning</p>		

**Career Connections:**  
 Urban Planner, Union Organizer, City Manager, Inventor, IT Specialist

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.  
**Before and After Venn Diagram**  
 Students will research the major cities that experienced the greatest growth prior to World War I (WWI). They will trace the growth of these cities through modern times and assess how well the city government dealt with the challenges it faced due to industrialization and urbanization. Review the current economic activities, poverty rates, and basic demographic data. Students will then use this information to create a Venn diagram comparing and contrasting a city in the pre-WWI era to the same city today. As an extension assignment, students will be instructed to write a short essay assessing the impact of industrialization and urbanization and the long-term impact.

**Literature Connections:**

- Murdico, S. J. Possibilities and Problems in America's New Urban Center: The Rise of Cities. NY: Rosen Publishing. 2003.
- Ross, P. What Happened Baxter Place. NY: Knopf Books for Young Readers. 1976.
- Sioux, T. Immigration, Migration, and the Growth of the American City. NY: Rosen Publishing. 2004.
- Blake, W. The Chimney Sweeper. <http://www.poetryfoundation.org/poem/172910>
- Hardy, T. Ruined Maid. [http://www.poetry-archive.com/h/the\\_ruined\\_maid.html](http://www.poetry-archive.com/h/the_ruined_maid.html)

**ALCOSS: 6.2** (6.4 in 2004 COS, p. 43)  
 Describe reform movements and changing social conditions during the Progressive Era in the United States.

- Relating countries of origin and experiences of new immigrants to life in the United States. Example: Ellis Island and Angel Island experiences
- Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws.
- Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system.
- Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler.
- Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP).
- Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States.

<p><b>Mastered:</b> Students can identify and describe major reform movements of the Progressive Era. Students will be able to identify patterns of immigration during the Progressive Era and describe the experiences of immigrants from different regions of the world.</p>	<p><b>Present:</b> Students will be able to evaluate the impact of Progressive Era reform movements on social conditions in the United States. Students will be able to assess the impact of immigrants on American society and economy during the Progressive Era.</p>	<p><b>Going Forward:</b> Students will be able to compare and contrast Progressive Era reform movements and modern reform movements and evaluate the impact of the Progressive Era on more current American history. Students will be able to evaluate the impact of immigration on American history and the response of the nation to the “immigration issue.”</p>
<p><b>Present and Going Forward Vocabulary:</b> Reforms, progressive, immigrants, workers’ compensation laws, civil rights, provisions, quota</p>		

**Career Connections:**

Social Worker, Lawyer, Forester, Social Advocate, Park Ranger

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Charting Modern Immigration**

How has immigration changed? Research modern immigrants (1980-current) to determine the primary countries of origin, average age of the immigrants, educational level upon entering the county, and types of jobs that the immigrants take after moving to the United States. Using this information, create a graphic representation comparing modern immigration to immigrants arriving prior to World War I. Be sure to include current quotas and laws dealing with immigration issues.

**Option 2: Immigration Podcast**

Create a podcast detailing the experiences of modern immigrants. Interview people who are non-natives. Evaluate the push/pull factors that are relevant today and compare those with the push/pull factors of early immigrants. Have they changed significantly in the last 100 years? Has the immigrant experience changed since Ellis Island and Angel Island were the centers of immigration in the United States? If yes, how has the experience changed?

**Option 3: Action Research**

Brainstorm a list of possible issues that need to be addressed in the school or community. Choose one of those issues and create a plan to reform or improve the issue. Research the topic to see if reforms are being made in other locations to address the same or a similar issue. Be sure to identify your goals and have a clearly stated purpose. Specify the types of activities that will be organized to bring attention to the movement and attempt to recruit supporters to help you reach those goals. Your plan should follow the following outline:

- I. Introduction to topic
- II. Problem or issue
- III. Research
- IV. Goals and Activities
- V. Conclusion

**Literature Connections:**

- Fradin, D., & Fradin, J. Jane Addams: Champion of Democracy. NY: Clarion Books. 2006.
- Morris, R. Julia Tutwiler: Alabama Crusader. Hoover, AL: Seacoast Publishing. 2000.
- Woodruff, E. The Orphan of Ellis Island. Redwood City, CA: Paw Prints. 2008.
- Berman, C., Hehner, B., & McGrawm L. Journey to Ellis Island. NY: Hyperion Press. 1998.
- Yep, L., & Yep Dr. K. The Dragon Child: A Story of Angel Island. NY: HarperCollins. 2011.
- Lazarus, E. The New Colossus. <http://www.libertystatepark.com/emma.htm>
- Bruchac, J. Ellis Island. <http://www.youtube.com/watch?v=ED-HTQE8A6g>
- Khan, S. Stolen Innocence.” <http://www.learn.org.au/clp/archive/writeb13.htm>

**ALCOSS: 6.3** (6.5 in 2004 COS, p. 43)

Identify causes and consequences of World War I and reasons for the United States' entry into the war. Examples: sinking of the Lusitania, Zimmerman Note, alliances, militarism, imperialism, nationalism

- Describing military and civilian roles in the United States during World War I.
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand.
- Analyzing technological advances of the World War I era for their impact on modern warfare. Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask
- Locating on a map major countries involved in World War I and boundary changes after the war.
- Explaining the intensification of isolationism in the United States after World War I. Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare
- Recognizing the strategic placement of military bases in Alabama.

**Mastered:**

Students can identify the short term causes and effects of World War I.

**Present:**

Students will be able to evaluate the long-term effects of the alliance system, imperialism and nationalism and the role they played in destabilizing Europe and Asia.

**Going Forward:**

Students will be able to assess the long and short term effects of the Treaty of Versailles and evaluate its role in World War II and the Cold War.

**Present and Going Forward Vocabulary:**

Alliances, militarism, imperialism, nationalism, isolationism

**Career Connections:**

Engineer, Soldier, Scientist, Inventor, Doctor, Politician

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Timeline**

Students will create a timeline detailing events beginning in 1800 that can be considered long-term causes of World War I. They will use visuals and explanations to make connections between the events. The instability created by the Napoleonic Wars would serve as a good starting point for the time line.

**Option 2: What If...**

Students will demonstrate their ability to develop alternative results for situations by completing the "What If" template. Students will choose one "What if" scenario to complete the long term and short term effects.

What If Scenarios are"

1. What if President Wilson's Fourteen Points had been accepted at the peace conference?
2. What if the atomic bomb had been one of the new weapons that was available during World War I?
3. What if complete autonomy had been granted to \_\_\_\_\_? (Student's choice to fill in the blank.)
4. What if the United States had signed the Treaty of Versailles?

**Literature Connections:**

- Williams, A. Archie's War. Somerville, MA: Candlewick. 2007.
- Dowswell, P. True Stories of the First World War. St. Louis, MO: San Val. 2004.
- Foreman, M. War Game: Village Green to No-man's Land. London: Anova Books. 2006.
- Seaman, O. *Pro-Patria*. <http://www.english.emory.edu/LostPoets/Seaman.html>
- Owen, W. *Dulce Et Decorum Est*. <http://www.warpoetry.co.uk/owen1.html>

**ALCOSS: 6.4** (6.6 in 2004 COS, p. 44)

Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age.  
Examples: Langston Hughes, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, W. C. Handy, Erskine Hawkins, George Gershwin, Zora Neale Hurston
- Identifying contributions of turn-of-the-century inventors.  
Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright
- Describing the emergence of the modern woman during the early 1900s.  
Examples: Amelia Earhart, Zelda Fitzgerald, Helen Keller, suffragettes, suffragists, Susan B. Anthony, flappers, Margaret Washington
- Identifying notable persons of the early 1900s.  
Examples: Babe Ruth, Charles A. Lindbergh, W. E. B. Du Bois, John T. Scopes
- Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations.  
Examples: higher wages, increase in consumer goods, collapse of farm economy, extension of personal credit, stock market crash, Immigration Act of 1924

<p><b>Mastered:</b> Students can identify the cultural changes that occurred in the United States in the early 1900s. Students can describe the inventions of the early 1900s and their significance. Students can compare the economic policies of the presidential administrations of the 1920s and identify the results of these policies.</p>	<p><b>Present:</b> Students will be able to evaluate the economic and cultural developments that took place during the 1920s and identify the causes and effects of these changes.</p>	<p><b>Going Forward:</b> Students will be able to trace a modern cultural trait or economic policy back to the 1920s and evaluate why the impact of that particular trait or policy is still impacting modern society.</p>
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**Present and Going Forward Vocabulary:**  
Renaissance, suffrage, flappers, economy, stock market, inflation, depression

**Career Connections:**  
Writer, Musician, Artist, Inventor, Pilot, Teacher, Financier, Activist, Construction Worker

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1. Thinker Key**  
Students, working alone or with a partner, will complete a Thinker Key contract.

<b>Reverse Listing</b>	List ten writers, musicians or artists <b>NOT</b> associated with the Harlem Renaissance.
<b>Disadvantages</b>	List the disadvantages of being an American suffragist in the early 1900s.
<b>Combination</b>	List attributes of both inventors of the early 1900s and musicians of the Harlem Renaissance.
<b>BAR-Bigger, Add, Replace</b>	Use BAR on an invention from the early 1900s.
<b>Alphabet</b>	List A-Z all things connected to the economy of the 1920s.
<b>What If?</b>	Choose one question to answer. 1. What If women had NOT been given the right to vote with the 19 <sup>th</sup> Amendment? 2. What If women had been given the right to vote when the US Constitution was written?

<b>Prediction</b>	What would the world be like without the inventions of Henry Ford and Alexander Graham Bell?
<b>Different Uses</b>	Be like George Washington Carver and find ten different uses for a favorite product.
<b>Ridiculous</b>	Herbert Hoover asks for your advice on what to do with the American economy. What do you tell him?
<b>Commonality</b>	Describe Babe Ruth and Charles Lindbergh. Try to find characteristics and traits that they have in common.
<b>Question</b>	The answer is Calvin Coolidge. List ten questions.
<b>Inventions</b>	Combine the inventions of two of the following people: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, or Wilbur and Orville Wright. Create a drawing, describe the purpose of the invention, and explain how it would work.
<b>Brick Wall</b>	All women 18 and over should have the right to vote so they can actively participate in government. Identify and explain three arguments that opponents to this statement might have.
<b>Construction</b>	Design a building that would have been built during the early 1900s using only construction paper and string.
<b>Interpretation</b>	Many African-Americans did NOT move north during the Harlem Renaissance. Think of three different explanations for this.

**Option 2: Pop 1920s**

Students will brainstorm two lists: one list of modern cultural traits and one list of economic policies. Items included on the list may have flourished during the 1920s. Students will select an item/topic from each list and research its origins. Create a visual that identifies the topic and explains how it became significant during the 1920s and why it is still a part of our modern culture and economy.

**Literature Connections:**

- Elish, D. Louis Armstrong and the Jazz Age. Danbury, CT: Children’s Press. 2008.
- Price, S. S. America Has Fun and the Roaring Twenties. North Mankato, MN: Heinemann-Raintree. 2008.
- Fostino, M. Rosemary and Antonio Seattle, WA: Amazon Digital Services, Inc. 2012.
- Cullen, C. Scottsboro, Too, Is Worth Its Song. <http://tinyurl.com/8qsn2pl>

**ALCOSS: 6.5 (6.7 in 2004 COS, p. 44)**

Explain causes and effects of the Great Depression on the people of the United States.  
Examples: economic failure, loss of farms, rising unemployment, building of Hoovervilles

- Identifying patterns of migration during the Great Depression.
- Locating on a map the area of the United States known as the Dust Bowl.
- Describing the importance of the election of Franklin D. Roosevelt as President of the United States, including the New Deal alphabet agencies.
- Locating on a map river systems utilized by the Tennessee Valley Authority (TVA).

**Mastered:**

Students can identify and explain the causes and effects of the Great Depression.

**Present:**

Students will be able to identify areas most severely affected by the Great Depression and the measures taken to mitigate its impact.

**Going Forward:**

Students will be able to identify the long term consequences of the Great Depression and the New Deal agencies that were created by FDR.

**Present and Going Forward Vocabulary:**

Depression, migration, Alphabet Agencies, New Deal, subsidies

**Career Connections:**  
Economist, Farmer, Environmental Engineer

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Great Depression**  
Students, working alone or with a partner, will develop a chart to distinguish between long and short term causes and effects of the Great Depression. Students will write a brief summary of the results.

**Option 2: Alphabet Agency Reviews**  
Students will choose one of the Alphabet agencies of the New Deal to research and create a visual detailing the goals of the agency, what it accomplished during the Great Depression, and identify any modern agencies or policies that were directly impacted by the program. Students will then assess the long-term positive and negative impacts of these agencies.

**Literature Connections:**

- Aviles, D. Peanut Butter for Cupcakes: A True Story from the Great Depression. Wasteland Press. 2008.
- Freedman, R. Children of the Great Depression. San Anselmo, CA: Sandpiper Press. 2010.
- Prince, C. The Remarkable Life of Kitty McInerney: How a Poor Irish Immigrant Raised 17 Children in Great Depression New York. Seattle, WA: CreateSpace Independent Publishing Platform. 2009.
- Blumenthal, K. Six Days in October: The Stock Market Crash of 1929: A Wall Street Journal Book for Children. NY: Atheneum Books for Young Readers. 2002.
- Frost, R. A Lone Striker. <http://forum.poetryconnection.net/viewtopic.php?t=3286>

**ALCOSS: 6.6** (6.8 in 2004 COS, p. 45)  
Identify causes and consequences of World War II and reasons for entry of the United States into the war.

- Locating on a map Allied countries and Axis Powers.
- Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge.
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō.
- Describing the development of and the decision to use the atomic bomb.
- Describing human costs associated with World War II Examples: the Holocaust, civilian and military casualties.
- Explaining the importance of the surrender of the Axis Powers ending World War II.

<p><b>Mastered:</b> Students will be able to identify the major countries and individuals involved in WWII and significant battles which impacted the course of the war.</p>	<p><b>Present:</b> Students will be able to identify the reasons for the global conflict and the US involvement in the war.</p>	<p><b>Going Forward:</b> Students will be able to evaluate the long and short term causes of WWII and assess the international reaction to the end of the global conflict.</p>
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**Present and Going Forward Vocabulary:**  
Allies, atomic bomb, Holocaust, casualty, European theater, Pacific theater

**Career Connections:**  
Scientist, Military Planner, Inventor, Soldier, Diplomat

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: WWI vs. WWII**  
Students will use a graphic organizer to compare and contrast the following areas of WWI and WWII: long-

and short-term causes for the global conflict, reasons for US involvement, countries involved, areas and populations impacted, peace treaties developed, and international responses/actions following the war.

**Option2: To Drop or Not to Drop?**

Students will research the decision to use the atomic bomb and the consequences of that decision. They will write a personal evaluation of the decision using facts and primary sources to strengthen their argument.

**Option 3: In the Beginning...**

Students will trace the history of the modern nation of Israeli back to its post-WWII origins. They will describe how the Holocaust affected the development of the nation. Students will present their findings using a visual of text and graphics. They will include a map to show the movement of the Jewish people to the modern nation.

**Literature Connections:**

- Jones, S. L. *Red Tails: World War II's Tuskegee Airmen*. Perfection Learning Corporation. 2000.
- Zapruder, A. *Salvaged Pages: Young Writers' Diaries of the Holocaust*. Yale University Press. 2002.
- Nicholson, D. *Remember World War II: Kids Who Survived Tell Their Stories*. Des Moines, IA: National Geographic Children's Press. 2005.
- McCoy, P. *Find Your Own American*. <http://www.findyourownamerican.com/> 2011.
- Shapiro, S. & Forrester, T. *Hoodwinked: Deception and Resistance*. St. Louis, MO: San Val. 2004.

**ALCOSS: 6.7 (6.9 in 2004 COS, p. 45)**

Identify changes on the American home front during World War II.

Example: rationing

- Recognizing the retooling of factories from consumer to military production.
- Identifying new roles of women and African Americans in the workforce.
- Describing increased demand on Birmingham steel industry and Port of Mobile facilities.
- Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps.

<p><b>Mastered:</b> Students can describe the roles of women and African-Americans in the U.S. prior to WWII.</p>	<p><b>Present:</b> Students will be able to evaluate how the growth of women and African Americans in the workplace impacted the U.S. and explain how this shift set the stage for the Civil Rights Movement.</p>	<p><b>Going Forward:</b> Students will be able to contrast the circumstances of minorities in the U.S. by analyzing life before, during, immediately following WWII, and modern times.</p>
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**Present and Going Forward Vocabulary:**  
Rosie the Riveter, internment, consumer production, military production, home front

**Career Connections:**

Entrepreneur, Factory Worker, Pilot, Military Design

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Most Important Thing Pamphlet**

Students will create a pamphlet using the "Most Important Thing" template as a guide. They will use each section to relate how World War II impacted military production, women, African Americans and Japanese Americans, and industry in Alabama.

**Option 2: Change over Time**

Students will be given the opportunity to view the Red Hot Chili Pepper's video, *Dani California* (YouTube), to introduce the concept of Change Over Time. The transformation of Rosie the Riveter posters from her origin to modern times would also be a useful introduction. Students will then be given the options of creating a podcast, photographic display, or other visual to create their own display of the changes which occurred in one of the following areas: military production from WWII to

modern times; women’s roles in society; African-Americans and Japanese Americans in the military and society as a whole; or the changes which occurred in Alabama from WWII to the present.

**Option 3: Charting Life**

Students will complete a chart comparing life for minorities in the United States prior to WWII, during the war, immediately following WWII and modern day. They will include availability of jobs, salaries, neighborhood preferences, and educational opportunities. What has changed over time?

**Literature Connections:**

- Colman, P. Rosie the Riveter: Women Working on the Home Front in World War II. NY: Crown Books for Young Readers. 1998.
- Layson, A. & Viola, H. Lost Childhood: My Life in a Japanese Prison Camp During World War II. Des Moines, IA: National Geographic Children’s Press. 2008.
- McDonald, F. World War II: Life on the Homefront: A Primary Source History. NY: Gareth Stevens Publishing. 2009.

**ALCOSS: 6.8** (6.11 in 2004 COS, p. 46)

Describe how the United States’ role in the Cold War influenced domestic and international events.

- Describing the origin and meaning of the Iron Curtain and communism.
- Recognizing how the Cold War conflict manifested itself through sports.  
Examples: Olympic Games, international chess tournaments, Ping-Pong diplomacy
- Identifying strategic diplomatic initiatives that intensified the Cold War, including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy.  
Examples: trade embargoes, Marshall Plan, arms race, Berlin blockade and airlift, Berlin Wall, mutually assured destruction, North Atlantic Treaty Organization (NATO), Warsaw Pact, Cuban missile crisis, Bay of Pigs invasion
- Identifying how Cold War tensions resulted in armed conflict.  
Examples: Korean Conflict, Vietnam War, proxy wars
- Describing the impact of the Cold War on technological innovations.  
Examples: Sputnik; space race; weapons of mass destruction; accessibility of microwave ovens, calculators, and computers
- Recognizing Alabama’s role in the Cold War.  
Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker
- Assessing effects of the end of the Cold War Era.  
Examples: Korean Conflict, Vietnam War, proxy wars
- Assessing effects of the end of the Cold War Era.  
Examples: policies of Mikhail Gorbachev; collapse of the Soviet Union; Ronald W. Reagan’s foreign policies, including the Strategic Defense Initiative (SDI or Star Wars)

**Mastered:**

Students can define communism and identify the causes of the Cold War.

**Present:**

Students will be able to identify and explain the major events of the Cold War era and their impact on the U.S.

**Going Forward:**

Students will be able to evaluate the Cold War strategies of the U.S. and U.S.S.R and make assessments on their long-term effects on the world.

**Present and Going Forward Vocabulary:**

Cold war, Iron Curtain, containment, communism, embargo, proxy wars

**Career Connections:**

Athlete, Politician, Inventor, IT Specialist, Military Contractor

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Timeline**

Students will work with a partner to create a detailed dual timeline of major events regarding the Cold War from 1945 to 1995. The timeline may be completed digitally and can include images, audio, and



video clips. Connections, such as cause and effect, should be made between the events and detailed in the timeline.

**Option 2: Journalism**

Students will select a historical figure from the Cold War Era to interview. Each student must compile a list of specific questions relating to the event with which their figure is most associated. They can choose to perform the interview with another student in the class or video the interview with a student or an adult at home. In the performance, the student will be the historical figure and another student or adult will ask the questions.

**Option 3: Alternate Ending**

Students will choose one major event during the Cold War. They will then write an alternate ending to the event. This alternate event could be the other side winning a key battle or a key figure is assassinated. Imagination is the only limitation with this activity. Students will predict how that outcome would have changed history.

**Literature Connections:**

- Taylor, D. The Cold War. St. Louis, MO: San Val. 2001.
- Whiting, J. The Cuban Missile Crisis: The Cold War Goes Hot. Mitchell Lane Publishers. 2005.
- Balgassi, H. Peacebound Trains. SAN Anselmo, CA: Sandpiper Press. 2000.
- Warren, J. Portrait of Tragedy: America and the Vietnam War. NY: Lothrop, Lee & Shepard. 1990.
- Sasley, B. The Cold War in the Middle East, 1950-1991 (The Making of the Middle East). Broomall, PS: Mason Crest. 2007.
- Seuss, Dr. The Butter Battle Book. NY: Collins. 1984.

**ALCOS 6.9** (6.13 in 2004 COS, p. 46)

Critique major social and cultural changes in the United States since World War II.

- Identifying key persons and events of the modern Civil Rights Movement.  
Examples: persons—Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis  
events—Brown versus Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations
- Describing the changing role of women in United States’ society and how it affected the family unit.  
Examples: women in the workplace, latchkey children
- Recognizing the impact of music genres and artists on United States’ culture since World War II.  
Examples: genres—protest songs; Motown, rock and roll, rap, folk, and country music artists—Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams
- Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and news programming, talk radio, and Internet social networking, on United States’ culture since World War II.

<p><b>Mastered:</b> Students can identify major social and cultural changes in the U.S. following WWII.</p>	<p><b>Present:</b> Students will be able to identify major figures involved in the Civil Rights Movement and assess the impact of the music on the 1950s and 1960s.</p>	<p><b>Going Forward:</b> Students will be able to speculate about the impact of modern media on current events by predicting alternate outcomes to specific events in the 1950s and 1960s.</p>
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**Present and Going Forward Vocabulary:**  
Civil rights, boycott, assassination, latchkey children, social networking, media

**Career Connections:**

Blogger, Web site Designer, Civil Rights Worker, Journalist, Musician

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Historical Journal**

Students will assume the role of a person involved in the Civil Rights Movement. They will create journal entries spanning the decades of the 1950s and 1960s (teacher can specify the exact number of entries required). The journal entries must show how they were involved in the events taking place and speculate on what the person might have felt as a participant in the movement. Students are encouraged to utilize primary sources to create their entries.

**Option 2: Merging Time**

Students will take the media advances of modern times and pretend that they were available during the 1950s and 1960s. Create a blog or Web site to discuss events and activities related to the Civil Rights Movement, Women’s Rights, or the musical changes and musicians of the time. The blog or Web site will merge instant communication with a volatile time period. Students are also encouraged to discuss more than one of the topics since they are easily related. The final post should include the students’ thoughts on how that period of time might have been different with the current communication options that we have available.

**Option 3: Music Critic**

Students will select key musicians/songs/poetry of the 1950s and 1960s. They will create a presentation assessing how the music was a reflection of the time period. Presentations should include audio, video, and still images and must explain the context, or meaning, behind the music/song/poem.

**Literature Connections:**

- Levine, E. Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories. NY: Puffin. 2000.
- Price, S. When Will I Get In?: Segregation and Civil Rights. North Mankato, MN: Heinemann-Raintree. 2007.
- Tougas, S. Birmingham 1963: How a Photograph Rallied Civil Rights Support. North Mankato, MN: Compass Point Books. 2011.
- Wiles, D. Countdown. NY: Scholastic Press. 2010.

**ALCOSS: 6.10** (6.14 in 2004 COS, p. 46)

Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II.

Examples: shift from manufacturing to service economy, higher standard of living, globalization, outsourcing, insourcing, boom and bust, economic bubbles

- Identifying policies and programs that had an economic impact on society since World War II. Examples: G. I. Bill of Rights of 1944, Medicare and Medicaid, Head Start programs, space exploration, Children’s Health Insurance Program (CHIP), environmental protection issues
- Analyzing consequences of immigration for their impact on national and Alabama economies since World War II.

**Mastered:**

Students can explain how the American economy has changed since WWII.

**Present:**

Students will evaluate the impact of globalization, government spending, the environment and immigration on the American economy.

**Going Forward:**

Students will be able to predict the impact of globalization on the United States and their own lives in the coming years.

**Present and Going Forward Vocabulary:**

Service economy, globalization, outsourcing, insourcing, economic bubble

**Career Connections:**

Telemarketer, Customer Service Representative, Astronaut, Investor, Factory Worker

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Economic Mapping**

Students will create an economic map of Alabama (or the entire country) detailing major industries in 1945 and a map of major industries in 2012. They will then write an evaluation of how the economy of the selected area has changed since WWII. Additional information regarding major trading partners could be used to enhance the maps.

**Option 2: Product Production**

Students will select a product that is important in their lives. They will research where the product and the various parts required to fully assemble the item are produced. Students will be asked to create a visual showing what is required to bring the product to their home. Include all natural and man-made resources including packaging and transportation.

**Option 3: Immigration Laws**

Students will research current immigration legislation enacted by various states, including Alabama. Students will then research the jobs that have traditionally been held by immigrants in these states. Students will make a prediction regarding the impact of the immigration laws on the economy. A brief statement will be written to explain the law, the job roles, and their opinion of the law’s impact.

**Literature Connections:**

- Ancona, G. Bananas From Manolo to Margie. NY: Houghton Mifflin School. 1990.
- Franchere, R. Cesar Chavez. NY: HarperCollins. 1970.
- Hutchins, P. The Doorbell Rang. NY: Greenwillow Books. 1986.
- Godfrey, N. S. Here’s the Scoop: Follow An Ice-Cream Cone Around The World. NY: Modern Curriculum Press. 2000.

**ALCOSS: 6.11** (6.14.1 in 2004 COS, p. 46)

Identify technological advancements on society in the United States since World War II.

Examples: 1950s—fashion doll, audio cassette

1960s—action figure, artificial heart, Internet, calculator

1970s—word processor, video game, cellular telephone

1980s—personal computer, Doppler radar, digital cellular telephone

1990s—World Wide Web, digital video diskette (DVD)

2000s—digital music player, social networking technology, Personal Global Positioning System (GPS) Device

**Mastered:**

Students can identify major innovations of the late 20<sup>th</sup> century.

**Present:**

Students will be able to assess the impact of major technological innovations on individuals and modern society.

**Going Forward:**

Students will be able to develop ideas for new technologies based on current and future needs.

**Present and Going Forward Vocabulary:**

Technological, GPS, GIS, internet, cellular

**Career Connections:**

Computer Programmer, Musician, GIS/GPS Specialists, Inventor

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Inventional**

Students will brainstorm to develop a list of inventions that were invented after 1945. They will then select one item that they feel has had the greatest impact on their lives. Students will be required to explain how that item has benefitted them AND what their lives would be like if they did not have access to it.

**Option 2: Technological Advancement**

Students will work with a partner to create a podcast, video, Prezi, or PowerPoint detailing major technological advances since WWII and explain how each affects their lives. The teacher will decide on the required number of inventions.

**Option 3: Future Gadgets**

With the current rate of development in the technological world it is difficult to imagine what new inventions may arise in the future. Students will be asked to development the “latest gadget” for the year 2035. Students should provide information on the materials and resources required to produce this item, its uses, and the impact that it will have on the world at that time.

**Literature Connections:**

- We are what we do. 31 Ways to Change the World. Somerville, MA: Candlewick Press. 2010.
- Kent, P. Peter Kent’s City Across Time. NY: Kingfisher. 2010.
- Stone, T. L. The Good, The Bad and The Barbie: A Doll’s History and Her Impact on Us. NY: Viking Juvenile. 2010.

**ALCOSS: 6.12 (6.15 in 2004 COS, p. 47)**

Evaluate significant political issues and policies of presidential administrations since World War II.

- Identifying domestic policies that shaped the United States since World War II  
Examples: desegregation of the military, Interstate Highway System, federal funding for education, Great Society, affirmative action, Americans with Disabilities Act, welfare reform, Patriot Act, No Child Left Behind Act
- Recognizing domestic issues that shaped the United States since World War II.  
Examples: McCarthyism, Watergate scandal, political assassinations, health care, impeachment, Hurricane Katrina
- Identifying issues of foreign affairs that shaped the United States since World War II.  
Examples: Vietnam Conflict, Richard Nixon’s China initiative, Jimmy Carter’s human rights initiative, emergence of China and India as economic powers
- Explaining how conflict in the Middle East impacted life in the United States since World War II.  
Examples: oil embargoes; Iranian hostage situation; Camp David Accords; Persian Gulf Wars; 1993 World Trade Center bombing; terrorist attacks on September 11, 2001; War on Terrorism; homeland security
- Recognizing the election of Barack Obama as the culmination of a movement in the United States to realize equal opportunity for all Americans.
- Identifying the 2008 presidential election as a watershed in the use of new technology and mass participation in the electoral process.

**Mastered:**

Students can identify the presidents and key events following World War II.

**Present:**

Students will be able to assess the key events of the post-WWII era and the responses of the American Presidents to global affairs.

**Going Forward:**

Students will be able to evaluate the significance of major world events following WWII and the significance of the role that the president and the US play in world affairs.

**Present and Going Forward Vocabulary:**

Desegregation, affirmative action, embargo, terrorist, impeachment, civil rights

**Career Connections:**

Civil Engineer, Teacher, Soldier, Community Activist

**Advanced Understanding & Activity (Alternate activity):** Students may choose to complete one or more activities. Student page found in Appendix A.

**Option 1: Tri-Venn Diagram**

Students will complete a three circle Venn diagram comparing and contrasting three presidential administrations from World War II to modern times. Students must include information regarding the foreign and domestic policies of all three presidents.

**Option 2: Historical Significance**

Students will select one significant event from the time period, research the significant information related to the event, and then write an alternate ending. They must assess how this one change would have impacted the course of history.

**Option 3: Presidential Book of Secrets**

Students will research presidents from this time period. They will be responsible for creating a book of secrets for three to five of the presidents. The book must include known information regarding a significant event from each president AND what the students think may be the secret story behind the event.

**Literature Connections:**

- O'Brien, C. Secret Lives of the U.S. Presidents. Philadelphia, PA: Quirk Books. 2003.
- Keller, B., Abramson, J., & The New York Times. Obama: The Historic Journey: Young Reader's Edition. NY: Callaway. 2009.
- Blue, R. J., Naden, C. J., & Blue, R. The Modern Years: 1969 to 2001 (Who's That in the White House?). NY: Steck-Vaughn. 2007.