



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">U. S. History</div> <p> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">102111 &amp; 102112</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">US History</td> <td style="width: 50%; padding: 2px;">9173</td> </tr> </table>	US History	9173	<p><b>Subject Area:</b></p> <p> <input checked="" type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?</p> <p>Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input type="checkbox"/> 9  <input type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input type="checkbox"/> 12         </p>
US History	9173			

<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No         </p> <p>(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">A History/Social Science</div>	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Single Subject: Social Science Specific Supplementary Auth: US History and History of California Specific Subject matter Auth: History</i></p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border: 1px solid black; padding: 5px;"> </td> <td style="width: 30%; border: 1px solid black; padding: 5px;"> <p style="text-align: center;">12/14/23</p> </td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table>		<p style="text-align: center;">12/14/23</p>	<b>Signature</b>	<b>Date</b>
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<b>Signature</b>	<b>Date</b>				

<p><b>Submitted by:</b> Matthew Thomas  <b>Site:</b> SSC/Educational Services  <b>Date:</b> 12/11/23  <b>Email:</b> Matthew.Thomas@puhsd.org</p>	<p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>
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Approvals	Name/Signature	Date
Director of Curriculum & Instruction		12/15/23
Asst. Superintendent of Educational Services		12/15/23
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
The primary focus of this course is to explore the major events, personalities, and social, cultural, political, economic, and technological changes that have shaped United States history. The course begins with a review of American history from the Colonial Era to the Gilded Age, with an emphasis on the following themes: the nation's beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth and twenty-first centuries. The major historical units will include: Reconstruction, the Progressive Era, World War I, the Roaring 20's, the Great Depression and the New Deal, World War II, the Cold War and the 1950's, the 1960's, the 1970's, and contemporary America. Each instructional unit, denoted as a topic, will feature a Quest Inquiry project meticulously crafted to ignite curiosity and serve as a project-based performance task.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The goals of the course are to create an understanding of the major forces that have shaped the history of the United States, examine how Americans from different backgrounds have experienced that history, and understand how that history continues to influence our current understanding of the nation.
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
<b>Topic 2: Industry and Immigration</b> Students will analyze America's economy after the Civil War. Students will examine the role the federal, state and local government reforms had on economic growth of the time period as well as the motives and experiences of the people who came to the United States at the end of the 19th century in search of a better

life.

### **Topic 2 Quest Inquiry: Civic Discussion: Andrew Carnegie**

What do you think about the success of industrialists like Carnegie, who grew rich during the second Industrialization Revolution? In this Quest you'll participate in a group discussion about Carnegie's influence on America.

### **Topic 2 Assignments:**

- Industrialization Expansion map simulation: Students will simulate the Urban and industrial sprawl by generating a map in which students continuously add more factories and housing
- Robber Barons/Captains of Industry Project (Carnegie, Rockefeller, Vanderbilt, etc.)
- Analysis of Horizontal & Vertical Integration and the formation of Monopolies
- Compare/Contrast Ellis Island & Angel Island immigration process
- Analysis of the reasons why Labor Unions begin to emerge
- Students will watch short documentary films (2-4 minutes) and answer questions about the causes of the major labor strikes during the 19th century; the events of the strikes; how the authorities dealt with the strike; and how the strike impacted the position of labor as a result.

### **Topic 3: Westward Expansion: Challenges in the Late 1800's**

Students will explore the major changes that occurred because of the Civil War and the Reconstruction period of the nineteenth century. Students will connect these ideas to analyze the connections between these historical time periods and other time periods, including today.

### **Topic 3 Quest Inquiry: Creating a Layered Map of the American West**

What was life like in the American west of the late 1800s? In this Quest you'll investigate the political, social, and economic aspects of the West in the period and then create a layered map to display your findings.

### **Topic 3 Assignments:**

- US Map- Students will identify and label each state in the union, the Pacific Ocean, the Atlantic Ocean, The Colorado Rockies, The Mississippi River, Washington D.C. and color code the various geographical regions.
- Civil War Amendments Project (13th, 14th, 15th Amendment)
- Native Americans Project (Native American Culture, Trail of Tears, Reservations, Sand Creek Massacre, Battle of Little Bighorn, Wounded Knee Massacre, Dawes Act)
- Analysis of different Reconstruction plans (Lincoln, Johnson, Radical Republicans)
- Impeachment of Andrew Johnson
- Analysis of the election of 1876 which ended Reconstruction
- Southern reaction to Reconstruction (creation of the KKK, Jim Crow Laws, Plessy v. Ferguson decision)
- Document Based Debate- using documents from (SHEG); students will analyze 5 documents that reflect the experience of former slaves during Reconstruction. After analyzing the documents, the students will write a discussion post in which they answer the question: Were the former slaves truly

free during Reconstruction? The original response must be 8 sentences long and the 2 required replies have to be at least 5 sentences long each.

- Groups will be assigned to present a PowerPoint (or Google Slides) presentation on major issues facing the country involving Reconstruction. Their presentations will involve a short video component where each individual talks about a component of each issue (the Transcontinental Railroad and the Election of 1876 are two examples). The group will also compose multiple choice questions to use on the unit test regarding their specific issue.

#### **Topic 4 Sections 1-4: America Comes of Ages (Progressive Era)**

Students will examine the role the federal, state and local government reforms had on economic growth of the time period as well as the motives and experiences of the people who came to the United States at the end of the 19th century in search of a better life. Students will analyze the role of journalism in the movement as they evaluate the social reforms that Progressives sought to tackle. Students will analyze the actions of women and minorities in the movement in the way of Women's Suffrage and discrimination.

**Topic 4 Sections 1-4 Quest Inquiry: Analyzing Historians' Viewpoints on the Spanish-American War**  
How does historiography influence our view of an event? In this Quest you'll investigate historians' views of the causes, course, and consequences of the Spanish-American War before writing an essay on this subject.

#### **Topic 4 Sections 1-4 Assignments:**

- The students will script and perform a radio program that marks the passage of the 19th Amendment. Each group will present a specific perspective on the passage of the amendment and they will need to research the actions of groups from that perspective leading up to the passage. They will also need to include an interview component of a leading figure from the time period and a question and answer session with their classmates. This will allow them to work on their oral presentation skills and develop a clear and distinct perspective for their broadcast. They will also need to use technology to record and share their program.
- Students will read excerpts of speeches from WEB Du Bois and Booker T. Washington. After reading the speech excerpts, students will highlight and underline the main arguments made by both. The students will then write a 5 sentence analysis of both and explain which approach they find more convincing and why.
- Explain the accomplishments of the Progressive Era (ex: 19th Amendment, reform governors and mayors, The Sherman Antitrust Act, 17th Amendment, Initiative, Referendum, Recall)
- Explain the 4 Goals of Progressivism
- Analyze the impact of Muckrakers (ex: Meat Inspection Act, Pure Food & Drug Act, Child Labor Laws)

#### **Topic 4 Sections 5-7 and Topic 5 Sections 1-3: Imperialism and WWI**

In this unit students will explore concepts of American identity and exceptionalism and how America's role in the world changed between the 1890 and 1920. Students will also analyze the effect of World War I on American Society. Students will connect these ideas to analyze the connections between these historical time periods and other time periods including today.

**Topic 4 Sections 5-7 and Topic 5 Sections 1-3 Quest Inquiry: Analyzing Historians' Viewpoints on the**

## **Spanish-American War**

How does historiography influence our view of an event? In this Quest you'll investigate historians' views of the causes, course, and consequences of the Spanish-American War before writing an essay on this subject.

### **Topic 4 Sections 5-7 and Topic 5 Sections 1-3 Assignments:**

- One assignment in this course is an activity that compares the foreign policy of Roosevelt, Taft, and Wilson. The students will read excerpts describing their different approaches to foreign policy as well as primary source material and complete a comparison chart of the three leaders and use examples from specific events and actions to demonstrate the differences. This helps them to understand how to compare ideas and to provide evidence for claims using specific details.
- Students will create a google slides/powerpoint presentation in which they research American foreign policy from the Monroe Doctrine to Missionary Diplomacy.
- Students will, in groups, create a list of the Fourteen Points drafted by President Wilson at Versailles. They will analyze the importance of each and their effectiveness in the upcoming months and years globally. Using their analysis, a Socratic Seminar will be conducted that allows the students to consider new Points that would've been more effective and promoted more global unity. Students will list the pros/cons of each using T-charts and finally reach a consensus of their top five Points.
- Imperialism Simulation Project
- Identify and explain the causes of World War One (imperialism, nationalism, militarism, alliance systems)
- Explain the change in US foreign policy before, during, and after WWI

### **Topic 5 Sections 4-8: World War I and the 1920s**

Students will study how the political, social, and economic extremes during the 1920s challenged the American identity. Students will also draw conclusions about how American culture changed and the effects of America's involvement in World War I both home and abroad. Students will connect these ideas to analyze the connections between these historical time periods and other time periods including today.

### **Topic 5 Sections 4-8 Quest Inquiry: The League of Nations**

Should the United States have joined the League of Nations or would that organization have undermined American sovereignty? In this Quest you'll explore the refusal of the United States to support the League of Nations.

### **Topic 5 Sections 4-8: World War I and the 1920s Assignments:**

- Students will read excerpts of poems and texts from Langston Hughes and Zora Neale Hurston to be able to describe the Harlem Renaissance and its significance to American culture and literature. They will then write a textbook entry explaining the context and significance of a Harlem Renaissance writer or artist.
- Complete a graphic organizer in which students compare and contrast the approach to civil rights activism between Marcus Garvey (UNIA) and WEB Du Bois (NAACP) during the 1920s
- Students will analyze several primary source documents to explore the cultural conflict of the 1920s. After analyzing the primary sources, the students will have to explain the arguments put forth by opponents of modern culture and the arguments put forth by those who promoted modern values (SHEG).

- **Mass culture & the Rise of Advertising Presentation:** Students research and analyze the impact of American celebrities in the 1920s on advertising campaigns, while demonstrating an understanding of the cultural and social context of the Roaring Twenties. Teacher provides a list of prominent American celebrities from the 1920s (e.g., movie stars, musicians, sports figures, etc.). Students research their chosen celebrity's noteworthy achievements and fame in the 1920s, emphasizing their involvement in advertising campaigns and endorsements. Students are encouraged to explore primary sources, such as advertisements, articles, and interviews from that era. Slides should be highly visual, while students speak from a prepared written presentation script (bulleted or scripted).
- Explain the impact of Prohibition on Americans both socially and economically (rise of organized crime, bootleggers, speakeasies)

### **Topic 6: Great Depression and the New Deal**

Students will analyze how hardships of the 1930s challenged and changed the American identity? Students will trace the various reasons for the economic collapse of the 1930s and then examine how the role of the federal government changed as a result of the Great Depression? Students will also study positive and negative aspects of the New Deal and the effect that it had on Americans during the Great Depression. Students will connect these ideas to analyze the connections between these historical time periods and other time periods including today.

### **Topic 6 Quest Inquiry: Opposition to the New Deal**

As the government took drastic measures to deal with the Great Depression, why did so many oppose these "New Deal" programs? In this Quest you'll investigate this question and then write an essay explaining the reasons for the opposition.

### **Topic 6: Great Depression and the New Deal Assignments:**

- The students will in groups choose a city and create a newspaper reporting on problems and proposed solutions that emerged during the early 20th c. They will reference primary source material to create their article and will have a choice of problems to address. The students will learn how to write informative/explanatory texts, gather relevant and appropriate information, edit and revise their articles using peer feedback, insert relevant graphics and use technology to publish their work.
- The Impact of the Great Depression: Photograph Analysis, students analyze a series of photographs taken by photographers around the United States documenting the impact of the Great Depression on people and society.
- DBQ: FDR's first Fireside Chat
- DBQ: Life in a Hooverville
- Project: New Deal Programs and their impact on The Great Depression
- Explain the causes of The Great Depression (stock market crash, bank failures, dust bowls, Hawley-Smoot Tariff Act, collapse of world trade, uneven distribution of wealth)

### **Topic 7: World War II**

Students will analyze how and why America's foreign policy changed in the interwar period as well as how and why the American people mobilized during World War II. Students will also examine the contrasting strategies employed in

the two theaters of war as well as the impact that war had on movements for equality. Students will connect these ideas to analyze the connections between these historical time periods and other time periods including today.

### **Topic 7 Quest Inquiry: Building a “Memories of World War II” Website**

What was it like to hear about the bombing of Pearl Harbor, to serve in the Army in Europe or the Navy in the Pacific? In this Question you’ll explore life during World War II and document three people’s experiences on a website that you’ll create.

### **Topic 7: World War II Assignments:**

- Students will look at primary sources written by Japanese Americans held in internment camps during World War II, as well as speeches and documents justifying the internment. They will have a choice to either write a diary entry from the perspective of a person held in a camp OR write an editorial from the time period on the topic.
- In 1942, over 100,000 individuals of Japanese origin or descent were forced from their homes and incarcerated. Their detention was federally mandated. However, a federal investigation in the early 1980s concluded that Japanese Americans posed no military threat. In this lesson, students investigate a series of primary documents to address the question: Why did the United States government incarcerate Japanese Americans during World War II? (SHEG)
- Why did Japan attack Pearl Harbor? DBQ Essay Students will analyze primary source documents to answer the question why did Japan attack Pearl Harbor.
- The Holocaust Project
- Project: WWII battle study (research involves major battles of WW2. ex: Midway, D-Day, Pearl Harbor, Guadalcanal, Bulge)
- Analysis of the changing roles of women during WWII (working in factories, running the household, raising children alone)
- WWII Propaganda Poster analysis. Understanding techniques of persuasion during the war effort on the homefront
- WWII Propaganda Cartoon analysis. The students will watch two propaganda videos to identify and explain the features of the videos that mark them out as propaganda and they will evaluate the effectiveness of the video as propaganda.

### **Topic 8.6, 8.5 and 8.7: Post War America**

In this unit, students will study how America’s foreign policy shifted after World War II and why the period between 1946 and 1953 shifted America’s approach to contain Communism. Students will also study the ways in which the government worked to combat the perceived threat of communism domestically.

### **Topic 8.6, 8.5 and 8.7: Quest Inquiry: Understanding McCarthyism in the 1950s.**

How did Senator Joseph McCarthy become so powerful during the Red Scare of the 1950s? Why did McCarthyism have such an impact on domestic United States policy? In this Quest you’ll explore this question before writing an essay to present your answer.

### **Topic 8.6, 8.5 and 8.7: Post War America Assignments:**

- Students will research a novel invention/product that emerged in the post war boom and create a digital presentation explaining the importance of the product, its purpose and the role it possibly played in establishing and promoting the American Ideals of the time.
- Students will read and analyze primary source documents about the role of women in the 1950s. After analyzing the documents, the students will answer the following discussion question in 8 sentences using evidence from each of the documents: Is the popular image of the happy 1950s housewife accurate? Why or why not?
- Project: 1950s advertisement analysis
- Describe the changes due to mass culture of the 1950s

### **Topic 8.1-8.4 + Topic 10, 11.1: Cold War Conflict**

Students will study how America's foreign policy shifted after World War II and why the period between 1946 and 1990 is known as the Cold War. Students will also examine the idea of "containment" and the effect that anti-communism had in driving foreign policy. Students will connect these ideas to analyze the connections between these historical time periods and other time periods including today.

### **Topic 8.1-8.4 + Topic 10, 11.1 Quest Inquiry: Document-Based Question: Reasons Behind the Antiwar Movement**

Why did so many Americans oppose the Vietnam War? What were the anti-war movement's causes and consequences? In this Quest you'll explore the reasons why so many Americans were against the war and then write an essay explaining your findings.

### **Topic 8.1-8.4 + Topic 10, 11.1 Assignments:**

- Students will conduct a music analysis to understand and explain the social context of the Vietnam War, specifically opposition to the war. They will listen and look at song lyrics, annotate them, and be able to explain how music both reflected attitudes and spread ideas.
- Describe how Cold War tensions were intensified by the Space Race
- Explain the fear of communism and how it impacted the U.S. (HUAC, McCarthyism, Loyalty Oaths)
- Explain how the US responded to Soviet aggression during the Cold War
- Explain the reasons for US involvement in the Korean War, the course of the war, and the impact of the war both then and now.

### **Topic 9 and Topics 11.2, 11.3, 11.4: Movements for Equality**

In this unit, students will analyze aspects of the Civil Rights movements, including the ways in which it changed the American identity and why it was able to gain momentum during this time period. Students will study the origin of the Civil Rights movements (Women, Native American, Asian American, LGBTQ+, Latinos, Students and workers rights) and explore the aspects of equality that allowed movements to build upon one another. A study of successes and failures of various Civil Rights movements will also push students to connect these ideas to analyze the connections between this historical time period and other time periods including today.



### **Topic 9 and Topics 11.2, 11.3, 11.4 Quest Inquiry: Creating an Interactive Timeline on Civil Rights**

How much have the lives of African Americans changed since the Civil Rights movement of the 1960s? Has the nation achieved the promise of full equality for its people? In this Quest you'll explore these questions and then create a timeline that displays your findings.

#### **Topic 9 and Topics 11.2, 11.3, 11.4 Assignments:**

- Students will analyze documents from the first major events of the Civil Rights Movement- the Montgomery Bus Boycott and be able to explain what factors made it successful and how it influenced later social movements. They will read short primary source texts, watch videos from the time, then craft a claim in response to the prompt: What made the Montgomery Bus Boycott Successful and how did it influence later civil rights strategies?
- The 1960's were filled with protests on numerous fronts, so students will have the opportunity to discover some of the many signs seen in archival photos of the time. In a portfolio of their choosing, students will research and select ten (10) protest signs that reflect the era on subjects such as the Space Race, desegregation, Russia, or something else (signs must be in good taste [not explicit]). They will share their portfolios with the class and explain the signs as well as the situation they depicted.
- Students will analyze various anti-war protest songs. Using these songs as reference, students will write their own song with at least three stanzas in which they are protesting a current issue in society.

#### **Topic 11.5, 11.6, Topic 12 and Topic 13: America in the New Era**

In this unit, students will compare and contrast the role of the federal government and the presidency and how it has changed from the 1970's and through more recent times. Examining the end of the Cold War, globalization, and diversity students will explore the changes in the United States over this time period. Students will also analyze to what degree issues such as education; civil rights for people of color, immigrants, and LGTBQ+ Americans and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remain unchanged over time? Students will connect these ideas to analyze the connections between these historical time periods and other time periods including today.

#### **Topic 11.5, 11.6, Topic 12 and Topic 13 Assignments:**

- Students will analyze primary source documents from the mid 1960s to late 1970s to analyze the rise of conservatism. As the students read the documents, they will complete a graphic organizer in which they identify the issues addressed by the document; the point of view of the document; and analyze why the document's point of view was at odds with/in line with concurrent social mores. After analyzing the documents, the students will write a 5 paragraph essay answering the following prompt: What explains the rise of conservatism in the United States from the 1960s to the late 1970s?
- Since none of the students were born when 9/11 occurred, this is a perfect opportunity for them to learn more through research, interviews, and other forms of media. Using these forms of media, students will create a nine (9) frame Instagram-type story using hashtags to creatively encapsulate their understanding of the day and the effects in the upcoming days, months, and years. These will be presented to the class; discussions will be enacted based on their findings
- Explain the Watergate Scandal, how it led to President Nixon's downfall, and how it changed

**America's trust in the government (credibility gap)**

- In the early hours of June 28, 1969, a police raid of the Stonewall Inn exploded into a riot when patrons of the LGBT bar resisted arrest and clashed with police. The Stonewall Riots are widely considered to be the start of the LGBT rights movement in the United States. In this lesson, students analyze four documents to answer the question: What caused the Stonewall Riots? (SHEG)
- Students read different perspectives on free trade and globalization to answer the question: What were arguments in the U.S. against ratifying NAFTA?

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**In addition to the writing assignments presented in the course outline, teachers can use one or more of the below writing assignments as common assessments:**

- Drawing on several sources including the Grapes of Wrath and Library of Congress materials write an in class response essay answering the question: “Which immigrant experience would have been harder during the Great Depression? Do you think it would be more difficult to work and live in California as a migrant from Oklahoma or an immigrant from Mexico? Support your ideas with evidence from the texts.
- Students will demonstrate their knowledge of a unit with an end-of-unit activity by writing a short essay in response to questions regarding recurring theme(s) within the unit. Students will reference the guiding questions from their Document Based Questions within their analytical arguments for the Review & Reflect writing assignment. Students will provide at least 3 supporting details from the unit content and materials to support their written response. Additionally, students will apply their understanding of the recurring theme(s) by making connections between these concepts and a current event in a short essay. Students will provide at least 3 supporting details from a current event in their written response.
- Students read different perspectives on free trade and globalization to answer the question: What were arguments in the U.S. against ratifying NAFTA?

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: US History Interactive, Reconstruction to the Present

Edition:

Author: Emma J. Lapsansky-Werner

ISBN: 978-1418332860

Publisher: Savvas Learning Company

Publication Date: January 1, 2022

Usage:

Primary Text

<input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$5960.00	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$5960.00

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p><b>Key Assignments will include:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze political cartoons of the time to understand the motivations for America’s growing influence around the world; they will then create their own editorial or political cartoon to show why the US sought to expand its own empire during this time.</li> <li>• Students will read excerpts of poems and texts from Langston Hughes and Zora Neale Hurston to be able to describe the Harlem Renaissance and its significance to American culture and literature. They will then write a textbook entry explaining the context and significance of a Harlem Renaissance writer or artist.</li> <li>• Students will look at primary sources written by Japanese Americans held in internment camps during World War II, as well as speeches and documents justifying the internment. They will have a choice to either write a diary entry from the perspective of a person held in a camp OR write an editorial from the time period on the topic.</li> <li>• Students will conduct a music analysis to understand and explain the social context of the Vietnam</li> </ul>

War, specifically opposition to the war. They will listen and look at song lyrics, annotate them, and be able to explain how music both reflected attitudes and spread ideas.

- Students will analyze documents from the first major events of the Civil Rights Movement- the Montgomery Bus Boycott and be able to explain what factors made it successful and how it influenced later social movements. They will read short primary source texts, watch videos from the time, then craft a claim in response to the prompt: What made the Montgomery Bus Boycott Successful and how did it influence later civil rights strategies?
- The students will in groups choose a city and create a newspaper reporting on problems and proposed solutions that emerged during the early 20th c. They will reference primary source material to create their article and will have a choice of problems to address. The students will learn how to write informative/explanatory texts, gather relevant and appropriate information, edit and revise their articles using peer feedback, insert relevant graphics and use technology to publish their work.
- One assignment in this course is an activity that compares the foreign policy of Roosevelt, Taft, and Wilson. The students will read excerpts describing their different approaches to foreign policy as well as primary source material and complete a comparison chart of the three leaders and use examples from specific events and actions to demonstrate the differences. This helps them to understand how to compare ideas and to provide evidence for claims using specific details.
- The students present a final multimedia project related to one of these social issues to the class. They are required to research the issue, present the information as either a poster, film, or prezi to the class, and include analysis on the connection of this issue to the concept of the “American Dream” that we have been examining throughout the year. They must also include a policy brief that outlines their own recommendations for solutions to these social issues. The class will complete peer reviews of each project.
- The students will script and perform a radio program that marks the passage of the 19th Amendment. Each group will present a specific perspective on the passage of the amendment and they will need to research the actions of groups from that perspective leading up to the passage. They will also need to include an interview component of a leading figure from the time period and a question and answer session with their classmates. This will allow them to work on their oral presentation skills and develop a clear and distinct perspective for their broadcast. They will also need to use technology to record and share their program.
- Groups will be assigned to present a PowerPoint (or Google Slides) presentation on major issues facing the country involving Reconstruction. Their presentations will involve a short video component where each individual talks about a component of each issue (the Transcontinental Railroad and the Election of 1876 are two examples). The group will also compose multiple choice questions to use on the unit test regarding their specific issue.
- Students will, in groups, create a list of the Fourteen Points drafted by President Wilson at Versailles. They will analyze the importance of each and their effectiveness in the upcoming months and years globally. Using their analysis, a Socratic Seminar will be conducted that allows the students to consider new Points that would’ve been more effective and promoted more global unity. Students will list the pros/cons of each using T-charts and finally reach a consensus of their top five Points.
- The 1960’s were filled with protests on numerous fronts, so students will have the opportunity to discover some of the many signs seen in archival photos of the time. In a portfolio of their

choosing, students will research and select ten (10) protest signs that reflect the era on subjects such as the Space Race, desegregation, Russia, or something else (signs must be in good taste [not explicit]). They will share their portfolios with the class and explain the signs as well as the situation they depicted.

- Using a newspaper template, the students will write articles about the different Civil Rights movements that emerged during the post war period. Each movement that the student chooses to write about should use 8-10 sentences to explain the motivations/goals of each movement and the main leaders of each movement.
- Since none of the students were born when 9/11 occurred, this is a perfect opportunity for them to learn more through research, interviews, and other forms of media. Using these forms of media, students will create a nine (9) frame Instagram-type story using hashtags to creatively encapsulate their understanding of the day and the effects in the upcoming days, months, and years. These will be presented to the class; discussions will be enacted based on their findings.
- Students will research a novel invention/product that emerged in the post war boom and create a digital presentation explaining the importance of the product, its purpose and the role it possibly played in establishing and promoting the American Ideals of the time.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be used.

Instruction will include a combination of lecture, group work, project based learning, inquiry learning, think-pair-share, collaboration, and presentation.

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Students will be assessed through use of end-of-unit tests and projects, end-of-semester tests, short answer responses, document analysis, multimedia presentation, research projects, and peer review activities.